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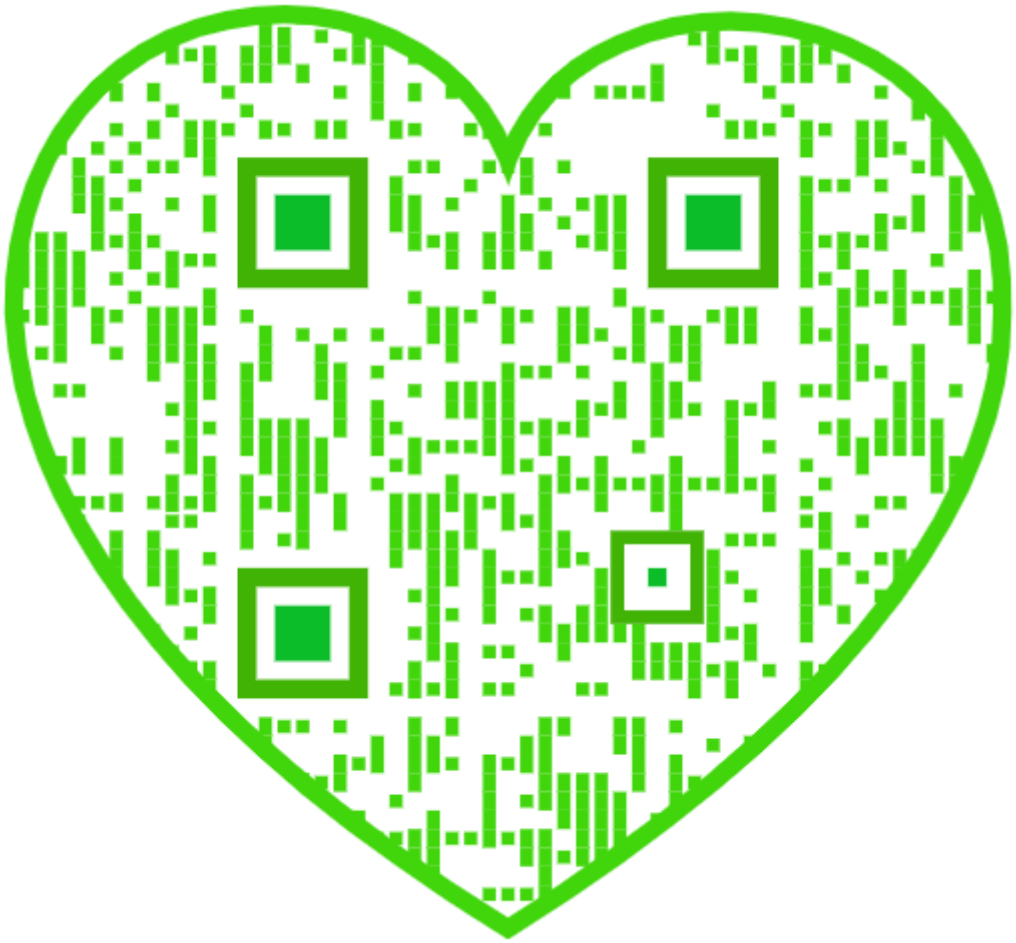
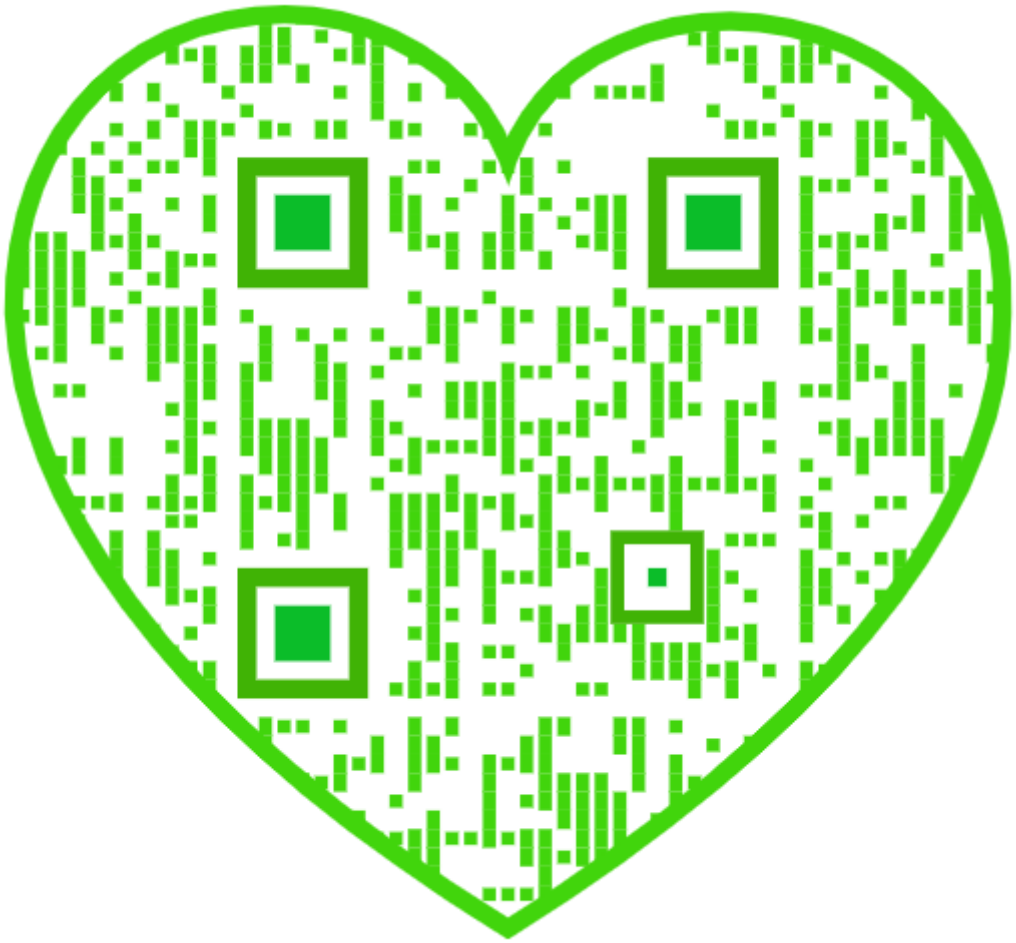
School Room Helps

C. W. JACKSON





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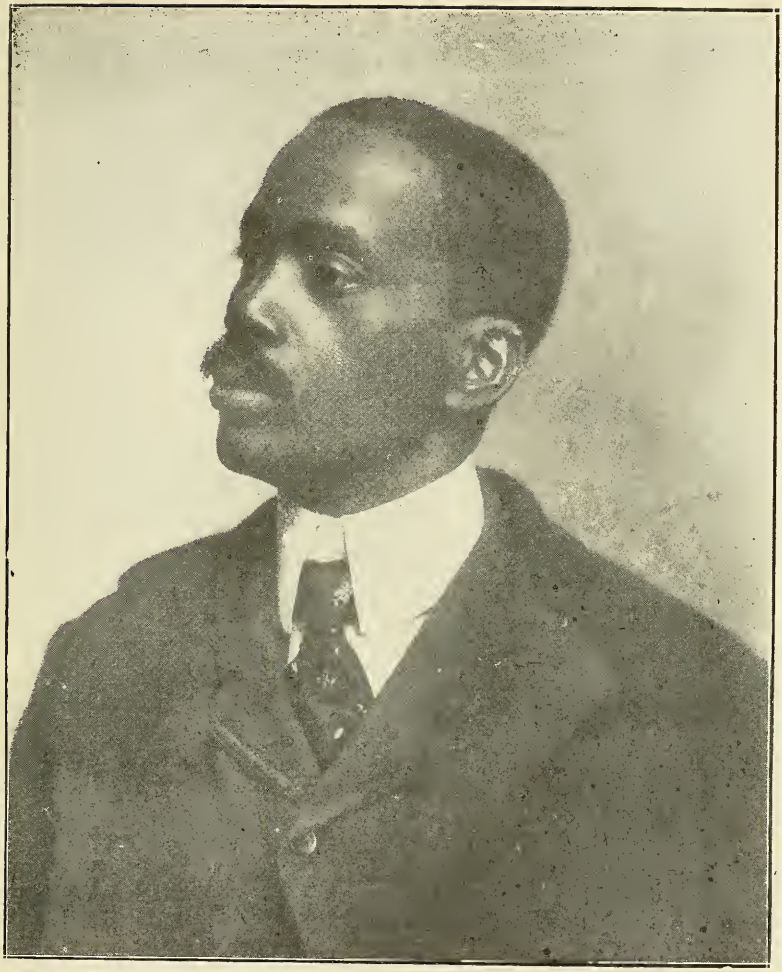

G. W. JACKSON.

SCHOOL-ROOM HELPS

....FOR....

Teachers and Parents

A School
Government for Public School
.....Instruction.....

By G. W. JACKSON
Principal of Fred Douglass High School
Corsicana, Texas

Introduction by
PROFESSOR H. T. KEALING
President of Western University, Quindaro, Kansas
1912

Nineteen Twelve
A. M. E. Sunday School Union
Nashville, Tennessee.

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PUBLISHER'S WORD.

In presenting to the public this work, we believe we have added to the long list of Negro productions a volume combining within its covers instruction, inspiration and encouragement, expecially helpful to that over-worked and under-paid class of men and women who are engaged in the great and mighty task of "teaching the young idea how to shoot." Out of a ripe experience of thirty-five years in the schoolroom comes in the form of "School-Helps," guide posts and sign boards, which followed, will direct to success many discouraged pedagogues along the rough and rocky roadway over which they are forced to travel.

"School-Helps" will naturally appeal to teachers first, but there is much information to be gained by those of other professions and occupations—by the thoughtful and want-to-find-out individuals who are always interested in the original productions of Negro brain and ingenuity.

Aside from a presentation of valuable statistics showing the progress of educational advantages and opportunities in his State—Texas—the author has given in succinct form short biographies of the men and women who made or helped to make these advantages and opportunities possible and "reachable." This (furnishing inspiration to all) together with valuable data from a national viewpoint as concerns the Negro and his educational accomplishments, makes the book of general interest.

The teacher who is unable to gain from this work helpful suggestions and clear-cut instruction is blind to the command: Get wisdom, but with all thy getting, get understanding.

To those who are preparing to make teaching a life work; to those young people of the race who are about to cross the threshold of the schoolroom as instructors, we recommend "School-Helps" as a prescription for many of the ills incident to teacher life—yea, as a nerve tonic so much needed by the inexperienced novice.

Parents, too, will find in these pages much that will enable them to assist the teacher in the training of their children by heeding the advice to begin the child's education around the fireside.

We are pleased to present this volume, then, not solely because it is the work of a Negro, but, rather, because of its intrinsic worth—because it will be helpful to its readers generally, and to the teachers of our boys and girls in particular. That this will be the case is the belief of

THE PUBLISHERS.

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DEDICATORY PAGE.

Dedicated to
My Son Beecher Arnett, and to my Race,
With the hope that my only Son will spend his life in the
Elevation of this Race.

THE AUTHOR'S THANKS FOR SERVICE RENDERED.

The writer is in debt to the following persons—colaborers, in the schoolroom, for service rendered in copying and arranging of the matter of this book:—Mrs. N. L. Perry, for some ten lessons in Primary Numbers; Miss B. M. Allen, for copying; Miss V. P. Hardee, for reading and correcting matter; Miss S. F. Morton, for copying correcting, arranging, and paging.

AUTHORS CONSULTED.

The following Authors were consulted to add to the writer's stock of information in the work of this book:

E. E. White's School Management and Arts of Teaching; Charles A. McMurry on General Method; William A. McKeever, Psychological Method in Teaching; B. A. Hinsdale, Teaching the Language Arts; Wilber H. Bender, The Teacher at Work; Arnold Thompkin's School Management; Hughes Mistakes in Teaching; John W. Dinsmore, Teaching A District School.

PREFACE.

After thirty-five years of active service in the schoolroom, the writer has thought it befitting to crown his work with a book giving some of his experiences to the public.

This is not done for the purpose of exploding some theory or saying some "wise" things, but merely to give some one who may wish to read them, the writer's varied experience in the schoolroom.

One generation profits by the successes and failures of another; the son profits by the fortunes and misfortunes of the father. Each generation, each race, each son gets its first lessons or his first lessons from the one that precedes.

Too, the author has two other purposes for sending this little book out to the public: One is that it may be a means of dropping a word here and there that may help some struggling young person to become a more acceptable teacher; the other is that some contribution to school literature may be made by the Negro teachers of Texas.

This book is not sent out to proclaim that the writer was a great teacher, nor that he was a great success, but rather to say something which, we hope, may encourage and stimulate a struggling brother or sister in the work of teaching.

In our treatment of this subject, we shall attempt to be original, therefore we do not aim to follow old, beaten paths in the discussion of it, but we ask our readers to grant us special privileges in the execution of the book, and to look with no critical eye upon any departure from the usual custom of writers of School Government; for we are impressed that conditions which have influenced us during our work in various schools of the race, have been such as to call forth circumstances very peculiar and especially characteristic of Negro schools.

In all the vocations in life, there are men and women who have made their way up the hill of fame or have achieved whatever success that has come to them, by dint of effort and not by fortune nor by accident. It is said that some people acquire fortune by inheritance; some, by having fortune thrust upon them; others, by hard work.

The writer is, if anything at all, a humble representative of the latter class who has made his own way by his own efforts. Hav-

ing a parentage whose best years were spent in the service of a master in the dark days of American slavery, he had nothing bequeathed to him but an iron will. With this birthright as a heritage he began his school days in the seventies, in the State of Alabama.

He went from the cornfield to his first examination, having at that time never attended a day school. His first education was received at night, while he worked on the farm by day. His first lessons were learned as he plowed in the field, by laying his book on the fence at the end of the row and moving it from row to row as the plowing proceeded.

The first examination over, he never returned to the field, but made teaching a profession—giving all of his time, both summer and winter, to the work of the preparation of himself or assisting others.

Whether he has made a success, as a teacher, his patrons and pupils can attest after thirty-five years' service in Navarro county.

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INTRODUCTION.

The author of this work has put the public in debt to him for the purpose that inspired him; for the generous scope his investigations have taken; for the painstaking in gathering, and the faithfulness in verifying the matter set forth; and for the elegant and exact English which throws the quality of real literature about the whole book and upon each page of it.

The reader cannot be insensible to the double value of this volume; first, in that it is the only medium of the special information it contains, and, second, in that it is, on its subjective and psychological side, a significant indication of the activity and initiative of the Negro minds under the processes of the new education. Aside from what the author intends to tell of fact and history, of method and result, and of material and social product, he himself furnishes to the analytical mind some light as to the worth of sound training applied to earnest soul, no matter under what color of skin.

The reader perusing the pages which follow will, therefore, not only imbibe statements and statistics; but will find himself drifting into such musings as this: Who is this author? What influences shaped him? What schools equipped him? What does he seek to accomplish? As part of a much discussed race, what is his point of view? and what his opinion of the future? Such interrogatories give personal point and pith to the great questions which we see being worked out before us in this wonderful nation.

Texas has long stood pre-eminent in the sisterhood of States as having made the most generous provision for the education of her children, without discrimination as to their color or antecedents.

With a foresight born of observing the experiences of other States in letting more immediate and material considerations crowd out sufficient provisions for the training of their young, Texas early set aside large tracts of her limitless prairies and woodland to form a basis for a princely endowment to her school system.

For years these lands lay apparently without value, save for the grass they supplied the wild cattle and horses that roamed

over them. The coyote and prairie dog lived fearless and free over a stretch of territory larger than that of most European countries. There was no selling value to these school lands, and the lease price was but nominal. In those days land was the cheapest thing in Texas, and almost any man would rather donate ten acres to charity than give one dollar in cash.

The years wore on. Syndicates began to see a wealth in the soil offering gain greater than all the mines of Colorado and California. Texas wanted a new capitol, and these men offered to build it for a large tract of the cheap public lands. Out of this transaction the contractors made a score of millions of dollars, and Texans awoke to the wisdom of the fathers in setting aside this great endowment for the children. From this time the lands began to appreciate rapidly in values; settlers in white-topped land schooners began to drift out from the old States and anchor their homestead over the hole of the prairie dog; the State began to convert its public acreage into cash, which went into the school fund, finding its way, in due time, into the building fund of modern school houses, normal schools, universities and agricultural institutions; good teachers began to be attracted by the superior salaries paid; from Yale, from Howard, from Fisk, from Atlanta, from Oberlin, from Vanderbilt, from Washington and Lee they came, a weighty, enthusiastic, capable tide of men, black and white, seeking to sell their scholarship and training in the educational market that needed and appreciated them most.

Meanwhile the transmutation of dirt into gold that fell continuously into the coffers of the State went steadily on; the schoolhouses kept rising on the hills of county and city; the school masters kept coming, more in numbers and fuller in preparation, each provoking the other to better service, till to-day the Lone Star State stands queen among the galaxy for its wealth of school moneys and property distributed without invidious discrimination, and applied, as it should be, solely on the "per capita" basis.

The heresy that education is a charity whose sole beneficiary is the recipient, while the State has sacrificed just so much without a *quid pro quo*, has never found lodgment in the minds of the law-makers of Texas. God grant that it never may! The justification of the State school lies in the fact that the State has a right—yea, is under the necessity—to make good citizens instead of bad. Keener minds to see and quicker hearts to feel that another is entitled to all the rights and privileges we claim for ourselves, must come from the schools. The ignorant man will never understand it. Safety of life must come from an appre-

ciation of the dignity of humanity everywhere, all the time and in any person. Security of property must arise from those clear perceptions of trained minds which cut through the casuistry of communism and recognize the lines separating *meum* and *teum*. The exercise of legitimate liberty of action must come from the awakening of that moral sense, dormant in the ignorant, which perceives that where the least law is needed, the best people are found.

Out of the crux of such training as this any people may confidently expect to see arise the highest happiness, the whitest virtue and the noblest lives.

The mistaken policy that would fetter a man's freedom to grow in the thought world and develop to the fullest his mental and spiritual powers has been responsible for most of the backwardness of the South. It requires no philosopher to understand that the man who gives up his time to holding another man down in the mud, will himself get muddy. Neither can we repress the upward tendencies of a brother's mind and soul without finding our own conceptions of life lowered and our own moral stature dwarfed. It is the consciousness of this truth, however phrased, that has so far led the most far-seeing statesmen of Texas to combat the efforts of reactionaries to limit the Negroes' educational fund to his own taxes.

A distinguished Texan in a heated campaign for gubernatorial honors a few years ago adopted as his slogan, "Turn Texas loose!" He lost his personal aim, but that slogan, once intended for political effect, has survived and taken on a deeper meaning. It means with us now that no obstacle should be put in the way of any man, so long as it is development and growth he seeks; it means that the leading factor in every achievement is unhampered effort and unhindered opportunity for every worker, white and black; it means that higher education leads to higher wants, higher wants call for larger commerce and larger commerce means wider wealth and a richer State. The logic is too apparent for longer discussion.

And even if it could be sustained in the forum of expediency that the Negro educationally should be limited to his own taxes those who favor this will be greatly surprised to be told that under such an arrangement, equitably administered, the Negro would receive more money than he now receives.

No sound political economist will dispute the established principle that labor pays the taxes, and no Texan will deny that the 600,000 Negroes of the State, about one-fifth of our whole State population, do more than one-fifth of the productive labor. The

real basis for special Negro taxation, therefore, if men intend to be fair, would not be the peoperty owned by labor, but the property produced by labor, no matter in whose hands the title lies.

Added to this consideration is the fact that the Negro's indirect taxes, such as liquor licenses, fines and other funds arising by reason of his contributions to the general revenues, including the sale and leasing of the public lands, would have to be added to his share of labor productivity and titular ownership of real and personal property.

It is because these things are true that the real statesmen of Texas have refused to listen to the siren song of the tax separationist.

It is also because sound political economy is against him that the separationist must be taken to be either insincere or shallow in his contention. Neither horn of the dilemma is exalting to him.

This is no time for backward steps, when mighty cities are crowding back farms for more factory room, when farmers are cutting up ranches, and when irrigation is speaking life into barren sands. It is no time for race conflicts or confusion, when "the long pull, the strong pull and the pull all together" is needed to land our great State in the lead which smaller States have usurped by reason of united action. It is no time for invidious treatment of loyal and law-abiding citizens, when higher intelligence among all the people is the first need of the State to give it proper weight in the national councils.

No well informed man can fail to observe the solid and valuable service done by the colored teacher in the public schools of Texas.

Just after the emancipation, Negro schools were taught by white missionaries from the North, mainly because there were no colored persons competent to teach. It was a rare thing to see one who could even write.

At that time the present excellent system of public education had not been enacted. Popular education, in the very nature of the case, could exist concurrently with slavery; and it was not until the new citizens of color were brought into the body politic that the necessity of better educational provision became too imperative to be ignored. The safety of the nation, now all free, was involved. Experience had not yet, however, pointed out the best way, and in the *interim* the Freedman's Bureau administered the educational affairs of the Negroes. To this very day, there are grounds and buildings dedicated to Negro education standing in various Texas cities, given by the national Bureau. This is notably true of Austin and Waco.

Later, came the public school system as we have it now. It is not too much to say that it is the chief glory of the State to-day.

I am not called on in this Introduction to discuss the excellent record that the colored teachers have made since the advancement of the race made colored teachers possible; that has been set forth by the author of this book with splendid force and detail.

It must not escape mention, however, that, in addition to the general system found in counties and cities, the State has provided for the normal and industrial education of its colored youth at the Prairie View Normal and Industrial College; and for our defective classes at the Deaf, Dumb and Blind Asylum of Austin. Both of these excellent institutions are in their internal, tutelary and disciplinary features, exclusively under Negro management, though their business affairs are managed by white Boards. The time will come when the Negro will be given recognition on these Boards also, whenever the State is convinced that the business faculties of the Negro have been sufficiently developed and displayed.

That this work, so courageously begun and executed by Prof. Jackson may become standard in its field and a *vade mecum* to the educators of Texas and the nation, is the earnest wish of an ex-teacher in the State.

H. T. KEALING.

ALPHABET OF SUCCESS.

Attend carefully to detail.
Be prompt in all things.
Consider well, then decide positively.
Dare to do right; fear to do wrong.
Endure trials patiently.
Fight life's battles bravely.
Go not into the society of the vicious.
Hold your integrity sacred.
Injure not another's reputation.
Join hands only with the virtuous.
Keep your mind free from evil thoughts.
Lie not for any consideration.
Make few special acquaintances.
Never try to appear what you are not.
Observe good manners.
Pay your debts promptly.
Question not the veracity of a friend.
Respect the desires of your parents.
Sacrifice money rather than principle.
Touch not, taste not, handle not intoxicant drinks.
Use your leisure for improvement.
Venture not upon the threshold of wrong.
Watch carefully over your passions.
Xtend everyone a kindly greeting.
Yield not to discouragements.
Zealously labor for right and success is certain.

From "Thoughts That Inspire."

CHAPTER I.

I. TEACHING SCHOOL.

The profession of teaching is crowded at the bottom and not at the top. It is like any other profession, since people enter it with a view of making a livelihood. It is crowded because the conditions for entering it are easy and the remuneration for service is greater than that of the ordinary avocations of life.

Teaching is not an ordinary vocation. It has been made ordinary by misuse. We mean that on account of the prevailing custom of allowing anyone and everyone to try teaching without proper preparation, anybody can try it and everybody does try it.

The custom is wrong, to say the least about it, because teaching is one of the most important vocations in which man can engage. The work is divine; it is Christlike.

To educate a soul is no little task, and it should be undertaken with fear and trembling. The fault is not in the person entering the calling, for it may be said that fools will enter where angels dare not tread, if they are permitted to enter.

The entering should be conditional. Persons entering the profession ought to be required to meet the conditions before they are employed. As is now the custom, there is a condition upon which persons are employed, and many meet the conditions that are employed.

The trouble is the American standard is too low. Any person, with little or no preparation, is allowed in this country to teach. No wonder so many people are spoiled in the schoolroom. Many people are ruined as the child ruins his mud baby as it plays in the sand, and then makes another one to ruin.

Many of our schools in charge of persons poorly prepared or without adaptability, may be compared to playhouses where children try their skill in making mud images for fun.

It is said that these conditions do not exist in Germany, where persons desiring to teach are required to make special preparation and to show special adaptability for teaching before they can enter the profession. Such a condition in practice in this country, would close many of our schools and send the "pro-

fessor" to the cotton-field or to some more congenial avocation.

That teaching is a laudable profession, every one will agree, but why the profession is not dignified and placed upon higher grounds, is a question that can be answered by the reader when he is reminded that in this country, "where ignorance is bliss, 'tis folly to be wise."

Let us gather from the foregoing discussion, one thought which underlies all else, and that is the lack of preparation on the part of those employed to teach, will warrant a corresponding deficiency in the child taught.

Good teachers make good pupils. We mean good in the sense as scholars. If the scholarship of the child depends upon his master, (and there is no question on this score), it goes without saying, the master must be what he desires the child to be. There may be some excuses for the teachers of Afro-American schools, when one is reminded that their ancestry came out from under the yoke of slavery, which precluded the possibility of their education. This excuse has been rendered for forty-six years with proper consideration and allowances for previous condition, but there cannot be two standards of education for people who live under similar institutions in this country. There must be but one standard by which we judge the scholar, whether he be black or white. It follows, therefore, that schools of Negro children in this country must have the same kind of teachers as the schools of the other races, since the standard of education requires the same branches taught. (The inference here, of course, is to quality of education, and not to race or color).

The former standards, on account of previous conditions, (the old excuses for poor teachers), should now give way to thorough preparation on the part of both teacher and pupil.

Summary:—

1—The profession of teaching is crowded at the bottom.
2—Teaching is not an ordinary vocation.
3—The custom is wrong.
4—Entering school should be conditioned.
5—Let us gather from the foregoing discussion.
6—Good teachers make good pupils.
7—The Negro school must have same kinds of teachers as other races.
8—The former standards on account of previous conditions, should now give way.

CHAPTER II.

II. SOME RACIAL CHARACTERISTICS.

All races have their characteristics, and the Negro race is no exception to the rule. The teachers of the Negro race have difficulties to overcome which do not confront the white teachers. In the beginning of this book it may not be out of place to point out a few of these difficulties in order that the difference between the problems of the one race and the other may be seen. What is meant here by characteristics, may not be defined as strictly as Webster defines it, but we mean in a loose sense, characteristics which belong to the Negro race and to no other—or habits, customs, manners, eccentricities wholly its own. Some of these characteristics which belong wholly to the race, are founded in ignorance, we must confess, but they are, nevertheless, characteristics of the Negro race.

All races in their crude stage, have shown signs of savagery, and the lower down in civilization the race is found, the more numerous and apparent these features appear. Some critics may object to the prominence given the racial characteristics in this connection, but why object to the truth which will exist notwithstanding there is objection to its discussion? The Indian is treacherous, sluggish, lazy, sly, revengeful, even after he has undergone a process of education. It may be said with equal truth, that the Negro is covetous, jealous, envious; characteristics which may be seen in some individuals of the race after they are educated and refined. The teachers, therefore have to spend much of their time in trying to lead pupils out of their original selves into new selves, divested of the superstitions of the past.

What is said in this connection of the Afro-American, may be said with equal truth of other races, but this does not rob the subject of its direct application to the race under discussion. There are other characteristics of the race which we shall not attempt to discuss at length, but shall only mention a few of them.

The characteristics of speech inherent in the individuals of the race by reason of his long years of parental contact and training

under years of slavery, and the peculiar customs of worship which education is slow in changing, are characteristics which are his by inheritance, and they will be his as long as there is distinction between races. Races differ in their customs and manners in proportion to the education and training they receive, and in the case of the Negro, the differences which are not favorable to him may be attributed wholly to the education and training which he has received through many generations.

The fact is, the Afro-American teacher has much to contend with that is antagonistic to the spirit of the education he teaches. In other words, the Negro teacher has to attempt to undo in the schoolroom a mixed jargon which he finds in the pupils' possession when they enter school.

Summary:—

1—All races differ in characteristics.
2—Definition of characteristic.
3—All races once in the crude stage.
4—Critics may object.
5—The Indian and the Negro.
6—Truth applied to others.
7—Parental contact.
8—Differ in education and training.
9—Afro-American teacher has much to contend.

CHAPTER III.

III. THE TEACHER AND HIS QUALIFICATIONS.

In the first chapter we touched on the kind of teacher that should be engaged in teaching the schools of the race, and in this chapter we shall attempt to develop more fully the idea of qualification in the school teacher.

Teaching school was one of the first of the many professions to be sought after by the first crop of scholars who received some education soon after emancipation. The fact that the race had just emerged from slavery and was then entering upon a new life, encumbered with a great mass of ignorance, made it necessary to draw on all available teaching force that could be called into service. Everybody that could read and write, became teacher for his less fortunate brother. Few of these teachers who entered the first schools after emancipation, could be classed as scholars, or who could be considered even in possession of other than ordinary education. Education among the newly emancipated race was a new thing, and if one was found in possession of more than the rudiments of education, he was paraded and lauded as the wonder of the community.

This condition of the race was the result of many centuries of illiteracy. Time has caused many changes in the racial life, and education and moral uplift have gone hand in hand with the upward trend of that life. Teachers of the race are now judged by what they know as other teachers are judged.

We would prescribe for the true teacher the following qualifications: (*a*) Qualifications must be innate, (*b*) Must have scholarship, (*c*) Must have self-will, (*d*) Must have race pride, (*e*) Must have love for humanity (*f*) Must be a Christian, (*g*) Must have common sense, (*h*) Must be industrious, (*i*) Must have moral character.

(**a**).—That a teacher is born, not made, is a proposition generally accepted. There are many persons, however, trying to teach who are not born to teach. They are engaged in a work that is not theirs by adaptation or by innate fitness. But who is to be the judge as to the qualifications of the applicant for the teacher's

position? It is hardly supposed that the applicant would pass adversely upon himself, for if so, the schoolhouse janitorship would get some of the candidates who try teaching, or the farm would be supplied with competent hands.

Mr. Dinsmore, in his book on Teaching, puts some very serious and decisive questions to the young teacher, as the following will show: "Is my character such as to justify me in choosing the profession of teaching? Are my habits of life fit to be an example for those who would be my pupils? Do I intend to keep myself free from all the vices that contaminate? Do I love righteousness and prefer to associate with the righteous people?" These and many other questions put by Mr. Dinsmore, are vital and should be put to every young person who thinks to make teaching a profession. The qualifications requisite for teaching, should be the first consideration in the selection of a teacher, and it should be held in mind that education in books is not the only qualification. Teachers are not made, we repeat; they are born. Education, while it is very essential, only brightens and enlightens the individual and does for him what the sculptor does for the crude piece of marble which he carves into a beautiful image. The essential qualities are hidden under the accumulations of a powerful exterior. So is the gold which is found imbedded under a thousand feet of mother earth; so is the diamond which is wrapped up in a hundred thousand fathoms of rubbish.

In controverting the idea that teachers are born, not made, it is often maintained that it takes education after all to prepare the individual for his work, and that were it not for this refining process, the individual would not, could not be fitted for the work. Truly so, but polishing the individual who has no natural ability may be compared to the refiner's process upon the piece of metal. The more he polishes, the more the metal shines; and as long as he polishes, so long the shining. Expose the metal to the atmosphere and the sun, and soon the shining will cease and corroding will take place.

Let us sum up what we have said in these lines:

1—The first crop of teachers.
2—Education among the newly emancipated.
3—Time has caused many changes.
4—Teachers are born.
5—Who is to be the judge?
6—Mr. Dinsmore.
7—The first consideration.
8—The essentials hidden.
9—It is often maintained that education fits.
10—The refining process.

(b). SCHOLARSHIP.

That it is necessary to the success of an individual that he goes to school and gets book learning, goes without argument. Before the book can be understood, it must be studied. Before a person can teach Arithmetic and Grammar, he must learn how to solve the problems in Arithmetic, and to analyze the sentences in Grammar. Before Reading can be taught, the individual must know how to read. So it goes without saying, that preparation comes before teaching. The point we wish to impress here is that real scholarship is necessary.

Superficial education, we again maintain, was excusable in the first teachers who entered the schools, but not in the present day pupils who are blessed with all the advantages of a modern civilization.

It is now expected that young men and women looking forward to entering the teacher's profession, will commence preparation from the primary grades. This is to say that the teachers of a race must have whatever training that is to be handed down to posterity. In all the colleges and universities of to-day, the students have held out to them the very best examples of former scholars—the great teachers of the past. The Afro-American as well as others, must prepare scholars to fill important professorships in all the professions. There are capable students in all of the schools that should be encouraged to follow up the higher branches of learning and become masters in the same, if for no other reason than to be the teachers of the race. No one as before mentioned, can hope to be a teacher of the young, who is himself ignorant of the subject to be taught. Someone has said that it is possible to teach a subject without first having a knowledge of it. This is to say that a teacher may so lead a pupil to habits of study and research that he, the pupil, may be inspired and urged on to discover for himself hidden truths. In such a case, the teacher may have given the impetus or inspiration, but the learner made the discovery for himself.

Let it be preached on the housetop, in the valley, and labelled upon the breast of the young—that scholarship is wanted of every Negro youth that enters the schoolroom.

(c). SELF-WILL.

In this connection is meant his own will. It takes strong wills to govern others. Not a toy to become the sport of circumstances; not a will to be changed at every angle in the road, nor with the variations of the wind; but a will that bends with reason and with sympathy. A teacher who has a will that cannot be changed and tempered with reason, is a dangerous personage, to say the

least of him. Such a person may be compared to Herod, who decreed the half of his kingdom to his daughter, but could not change the decree when he found that it included the head of John the Baptist. There are extremes either way we turn, for a teacher with no will, is in danger of being so easily moved that he finds himself the sport of circumstances; while the person whose will is obdurate and stubborn, falls into the error of the man who never saw any reason for ever changing his mind, once made up to act in a certain direction. The teacher should strive to reach, if possible, the happy medium where reason reigns supreme.

The person who promises to flog all twenty-five of the members of a class for failure to prepare a lesson, and proceeds to carry out his promise when he finds that two-thirds of the class have failed, is as far wrong as the person who made a promise and forgot, purposely, that he made the promise.

The will is the man. If the will is weak, the man is weak. The teacher that has a will which he can bend to suit conditions, is one that can handle his school without much trouble. The man without a will is like a ship without a rudder: Its sailing is aimless; its port is the wide and storm-tossed sea.

Summary (b):

1—The book must be learned.
2—Superficial education of the past.
3—Afro-American teachers must prepare scholars.
4—Is it possible to teach a subject without knowing it?
5—Let it be preached on the housetop.

Summary (c):

1—It takes strong will.
2—A dangerous person.
3—May be compared to Herod.
4—There are extremes.
5—The happy medium.
6—The person who promises floggings
7—Will is the man.

(d). MUST HAVE LOVE FOR HUMANITY.

A cold and frozen personage in the school room is undesirable, to say the least. A teacher should possess a spark of love for the children under his care, or he should seek the vocation where his heart is; the teacher that can love children, will find that he has many little lovers among his children. As a parent loves her child and expresses this love in her constant relation with the

child, so the teacher in his constant relation with the children should be so kind and loving in his relations with the pupils that they would learn to love the teacher as a second parent.

It is said that the teacher is "*in loco parentis*," but the child can soon find out whether this saying is an actual reality as it becomes acquainted with a teacher that possesses the attributes of his loving ancestry or those of a scolding maniac.

Some teachers are mistaken in their idea of handling children. They are impressed with the idea that their office or position in the school room calls for ironclad rules and Czarocratic government. If their demands are not given imperatively, and their requests with the air of a king, they do not believe they are fulfilling their divine mission.

We believe this is a mistaken idea as to the mission of the teacher in his relation to the children. A government that is administered in love and tempered with justice, is the kind of government which adults are striving at all times to maintain. The teacher that enters the schoolroom in the morning with a stern look, or a frown on her brow, commences the day's work without a word of greeting to those fifty little, weary, rollicking tots, will engender in the hearts of those children the same passivity of feelings as they have learned from the teacher by coming in daily contact with her. The teacher is a model, a copy which those fifty tots are imitating daily. The life of the teacher is being copied by the children each moment of the day.

Love begets love. That bad boy and that bad girl whose lives have been made rough and rude by the treatment at home of a heartless parent, will learn to love the teacher who shows by kindness, any interest in them. Some children are reared under the influence of the lash, or under the roof of a bawling maniac or a scolding panther, and the change from such a home to the care of a gentle and loving teacher, will often melt a heart of stone. Love is as necessary an attribute in the success of a teacher, as sunshine is to the growth of a plant. There is much difference also in children reared under these different influences. One child is rough, rude, boisterous in manners; while the other is gentle, sweet, serene. The one is the combination of scoffs and kicks; the other is the growth and outcome of congenial relations.

We believe in coercion when this element is necessary to good government, but mere coercion in the schoolroom is a form of barbarity or a relic of by-gone days. Negro children must be trained out of the influence of the past, into the feelings and manners of the present day.

(e). MUST HAVE RACE PRIDE.

Every race should cultivate in its members, race pride. That race which possesses in a high degree, love for itself, is one that grows in power and intelligence. A teacher of Afro-American extraction, should teach race pride, as is the custom with other race variety. The Negro child has to be trained in all that it takes to make good citizenship, and its training, for the most part, is obtained in the schoolroom. It is somewhat deplorable to note that a great many Negro children are growing up without the training of a father; but many of the mothers, having been separated from the husbands, which custom dates back to servitude, are trying to rear and educate their children themselves. The child, therefore, is thrown largely upon the charity of the world, and in many cases, it grows up without the care of either mother or father. Such a child is almost void of any race pride or any love for its own people.

Race pride is not altogether trained into a people; it is rather born in them. The Caucasian race has had years of training in all the elements which go to make up a strong race, for this race can look back to the days of the rise of Greece and Rome, when their ancestry roamed upon the banks of the Tiber and Euphrates and sported upon the plains of the Jordan. They can boast of the bravery and daring of Caesar, of the oratory of Cicero and Cataline, and of the great achievements of Cyrus and of Alexander. They can point their students to the world's famous heroes whose deeds dot the pages of history in a thousand places. The history of the world is teeming with instances which point the student to noble deeds and manly action. All that there is to teach, all that there is to inspire, all that there is to hope for, all that there is in life, is painted upon the canvas in letters of gold of the work of former generations, and the teacher of the Caucasian child has little to do but to trace the "footprints on the sands of time."

The way is not so plain to the Afro-American child. The teacher of such a child can point to the fact that out of one blood, God created all nations, and what one man has done, all men have a chance to do. No race has a patent on achievements. God has so arranged in the divine economy that any man who tries, may win the prize which is offered the diligent student. The Afro-American teacher may not be able to point to a line of great men in all ages of the world, but he can point to the birthright that is his by inheritance; he can point to the deeds of the newly emancipated race, whose history though short, is sparkling with many examples of noble men and worthy women. The Negro boy and girl should be taught that it does not take white

skin, nor straight hair to win fame and get to heaven; but that the black-skinned, kinky-haired boy has the same chance, and that God looks on the heart and not on the skin, nor the texture of the hair. The teacher of such a child should be so imbued, so inspired with the possibilities of the race, that nothing daunted, he will lead his children to see and feel that success comes to him who waits—be he black or white.

Such a teacher should be so inspired with the spirit of race pride, that he will lead his children over the wall of prejudice which racial conditions have set up, into a realization of the possibilities which await the faithful student. We believe the Afro-American teacher should feel a pride in pointing out to his children what the race is doing as farmers, as men of the professions, as merchants, as men of all avocations. Such a teacher, engaged thus, will soon change the old condition of things and instill in the minds of the young, love for home, for parents, for church, for school, for race and for self.

Summary (e):

1—Every race should cultivate race pride.
2—Teacher of the race.
3—The Negro child has to be trained.
4—Race pride is born in a people.
5—The Caucasian race.
6—All this is to teach.
7—It is not so plain to the Negro child.
8—God has created all men out of one blood.
9—Can't point to deeds of newly emancipated race.
10—The Negro boy and girls should be taught.
11—The teacher of such a race.
12—Teacher engaged thus.

(f). SHOULD BE A CHRISTIAN.

This is a Christian nation, and teachers who are employed to teach in the schools of the country, ought to be believers at least in the Christian religion. The idea of teaching your own doctrine is beautifully carried out by the Catholic Church, the Israelites and the Mohammedans, neither of whom would trust the teaching and training of their children to teachers of other denominations.

The Constitution of the United States is free and liberal with the people when it dictates to no man what opinion he should hold or under what banner of politics he should serve. This is all right in theory and it looks beautiful on paper, but in practice the spirit of the people is not so. The people believe in practicing what you

preach; the people believe in teaching the doctrine of their religion to their children. We do not refer to denominational doctrine, but the doctrine of the Christ under whose banner the nation is now fighting. In proof of this idea, the nation calls into question the religion of all the candidates for presidential honors in this country—especially when there is a doubt as to what religious opinion the candidate holds. It is a question whether a candidate holding an opinion at variance with the accepted orthodox of the country, could ever become the Chief Executive of this nation. The idea therefore prevails that the leaders must be Christians. We believe a teacher should be a believer in the doctrine of Christianity in order to be a teacher indeed.

A teacher who believes in the doctrine of the Christian religion will teach in the light of that religion, and the children under his instruction will grow in the knowledge of that doctrine.

Denominationalism is dangerous in the school room, and it should not be tolerated in the public schools. A teacher that believes in Christianity will teach his pupils the evils of Sabbath breaking, of lying, or stealing, of cheating, of immorality and all other evils instead of teaching that there is no God, or that there is no hell, or discoursing on predestination. The teacher that is a Christian will teach by example as well as by precept. On the Sabbath, he will spend his time in Sunday School, or he will go to church as an example for his pupils instead of spending the day in revelry or in sport.

(g). MUST HAVE COMMON SENSE.

Above all, the one element essential to success in the schoolroom as elsewhere, is the element of Common Sense. Education with all its accomplishments, is almost barren if the possessor is void of common sense. In fact, I have seen persons possessed of splendid scholarship and embellished with all the culture which the schools can give, but minus this element—hence a perfect failure in the schoolroom. Indeed, such a person is not a success as a citizen. This is to say that he who is not discreet in the management of the common affairs of life, is a failure, or he who cannot do the common things of life well, is likely to make a wreck in the handling of these things. A teacher who knows how to work an example in Algebra, or prove a theorem in Geometry, but does not know how to treat a parent with courtesy nor how to apologize to a pupil for mistreating him or misjudging him, nor how to treat a member of the School Board when he visits the schoolroom, nor how to reply courteously to a request made by his pupils, is really unfit to be delegated the destinies of the children.

We need scholarship and other qualifications in the teacher, but we especially need a person with balanced head, and that head filled with real common sense. Sense in common things is what is called common sense.

(h). MUST BE INDUSTRIOUS.

That a teacher should be industrious in the schoolroom, goes without argument, since the schoolroom is the place where the youth should be taught to work diligently upon whatever task is assigned to him. Too, the teacher must set the example in industry as well as in other things. Children should be taught to work in this day of fast going. It used to be a humiliation for a teacher to be seen at work with anything else than his books. It was then that teachers were taught to wear kid gloves and teach children, and not be caught doing manual labor. We rejoice in the fact that the time has come when it is almost a disgrace to find a teacher who is afraid to work with his hands as assiduously as with his brain. The purpose of this chapter, however, is not to dwell so much on manual labor, as on the teacher's setting the example of industry in the schoolroom. It is said, "Like teacher, like pupil." A lazy indolent teacher will give the same disease to the children, who are naturally inclined to imitate him in all his ways.

The teacher should be industrious in the sense of being busy with the class work from the time he enters the school room in the morning, till he leaves in the afternoon. The teacher who enters the class room in the morning, and falls down in his chair and remains there until the noon recess, is not an example of industry. In a primary school this is almost impossible; that is, it is almost impossible for a primary teacher to do satisfactory work by remaining seated until the bell rings her up for dinner, or announces to her that it is time to go home.

The industrious teacher spends much time among his pupils, looking after the timid and backward, as well as the brave and industrious. The teacher is always the model after which the pupil draws the pattern. Someone has said that the teacher is impressing himself upon the pupils, even on the play-ground, and in the schoolroom, when he is not teaching. The awful presence of the teacher upon the minds of the pupils, is sufficient to make a lasting impression upon this youthful plasticity. If the teacher is indolent and sloven in his work, the example is impressed upon some life, and fastened upon it, till it is seen full grown in after years.

Teaching by intuition is the teacher's daily work, whether he designs it or not. If he is a strong willed individual, if he is strong in character, or if he has private faults which he would have no one

know, then the little upturned faces that confront him every moment of the day, will in some way discover the vital spot and appropriate it to themselves. The teacher, therefore, should be a perfect model of industry, neatness accuracy, morality and, indeed, whatever he hopes for his pupils.

(i). MUST BE MORAL.

Of all the attributes that should characterize the life of a teacher or preacher, there is none more essential than morality. As was mentioned in the above chapter, this element should be the ground work of the entire superstructure. As is the heart of a piece of stone, so is the stone. Build your house of materials that are unsound, and soon the structure will give way, and your house become a pile of ruin and decay.

The children who are to become the future generation, ought to have first of all, the best examples of all that it takes to make life worth living. It is strange to say, however, that we too often find the man, who should be the model man, who is to lay the foundation for coming generations, the worst of all models. It is too often the case that a drunken sot occupies the chair of the school teacher, and is teaching children how to work their way into a saloon, or up an alley where he may join with others of his type in devouring the contents of a flask of the famous "Hill and Hill." Too often, it is the case where the occupant of the teacher's chair is a seducer of the character of one of his own pupils, and is guilty of debauching and wrecking the lives of the innocent ones intrusted to his care and keeping.

Too often it can be said that the man who occupies this exalted station is leading his pupils to the crap games and other polluted employment to the degradation of himself and school.

No man should be allowed to enter the schoolroom whose moral character is not strong enough to permit him to set the proper example before his pupils.

The teacher holds the same exalted place in the schoolroom as the preacher holds before his flock. The latter is, in the true sense, a spiritual and moral leader of all the people in the community, both saint and sinner; the former is the leader of the young, and is therefore responsible to God and man for the examples he sets before the youth. The teacher of Afro-American schools has a great responsibility in this line, and he should enter the work only after having seriously weighed the matter.

The missionary who goes to Africa and labors among the heathen, should first count up the cost; he should first estimate the cost of a soul. "What does it cost to lead all the heathen under my charge down to ruin?" "What kind of example must I set to enable me to influence the lives of all under my charge?"

"Can I live a dual life with some of my pupils, and still be a means of lifting them up?" These are some of the questions that a missionary should ask himself, and that are applicable to any teacher who thinks he is called to teach young.

We close this topic with a warning to the young teacher to follow the advice of Mr. Dinsmore, as indicated under the first topic in this chapter. It is a fearful thing to select for a life's work the profession that belongs to another. Many of us have heard the call intended for another better prepared than we to take up the work. The manly thing to do is to relinquish your claim, even though late, and get at something else more suited to your predilections.

Summary (f)—(i):

1—A Christian nation.
2—The Constitution of the U. S.
3—What the people believe in.
4—A teacher should be a believer in Christianity.
5—Will teach by example.
6—Education without common sense.
7—A teacher who knows how to work.
8—Algebra or Geometry.
9—We need common sense more than anything else.
10—Teacher should set the example for Industry.
11—The purpose of this topic.
12—The industrious spends much time among pupils.
13—The indolent and sloven.
14—Teaching by intuition.
15—Should be a perfect model.
16—Morals essential in life of teacher and preacher.
17—Future generation.
18—The worst of all.
19—Drunken sots.
20—A seducer, a crap shooter.
21—Exalted place of teacher and preacher.
21—The great responsibility.
23—The Missionary to Africa.
24—Closing observation.

CHAPTER IV.

IV. CONDITIONS AFFECTING EDUCATION AMONG AFRO-AMERICANS.

(a). THE ENVIRONMENT OF THE PEOPLE.

In all countries, and among all people, during all times, education has been affected by the conditions under which the people live. The dark ages of the world which enveloped all civilization that man had acquired at the time Rome had reached her zenith in power and splendor, were the result of the condition of the minds of the people. The barbarian invasions and the consequent engagement of the Romans gave no time for the cultivation of the minds, and hence their institutions were neglected, their national treasury depleted, their schools closed, and their school masters sent home to remain one thousand years.

The coming of the Pilgrim fathers to the shores of New England was evidence of their troubles—the consequence of revolutions in their native land, and the knowledge of the fact that they had come to a new country where civilization had not begun, multiplied their ills and increased their sorrows. Weighted down with the cares of their new environment, they had no time to engage in writing books, nor even to establish schools for the education of their children. Their time was taken in hunting and preparing food to sustain the body and in fighting the natives who infested their way and thus hindred their progress. There was no time for schools, no time for investigation, no time for mental development. It was simply a life and death struggle in a new country, where civilized men were few and where the natives preyed upon the newcomers as the latter preyed upon the wild beasts of the forest.

So every people at certain times in their history, are made the sport of circumstances. As with the Romans when the barbarians swooped down upon them, as with the Pilgrim Fathers in their early settlement in this country, so it has been with the Negro in the beginning of his national life in this country. With the advent of his emancipation came difficulties and conditions

which made education and civilization hard, and the emancipated people have become heirs of many ills as a consequence. This is to say that his way has not been strewn with flowers, nor has his bed been made with downy feathers.

Peculiar conditions have surrounded the education of the Negro in this country, and in consequence, his advancement has not been as rapid as it might have been, had circumstances been different. In order to clear up some of these statements which carry with them vagueness, let us discuss some of these conditions which existed when slavery's chains were cut and the bondman became free. The education of the freedman was hindered for many reasons:—

First, the minds of the people were divided as to the wisdom of the government in turning loose the slaves of the owners who had invested all their fortunes in them; second, the people were divided in opinion as to the wisdom of attempting to educate the Negro, which was an experiment, hence there was much controversy and doubt about it; third, some of the former masters were inimical and antagonistic to any attempts to educate this new citizen, and they were reluctant to offer any assistance in this direction till sentiment changed in favor of the civilization of the masses; fourth, there was a very pessimistic view taken by many people at this time, as to whether the Negro was capable of acquiring higher education.

Some argued that he was capable of mastering the rudiments of education, some that he was not docile or teachable at all, and that attempts to educate him would prove futile. Some took a more optimistic view and held that the freedman was capable of learning from any point of view, and that time would prove their position. The latter class of thinkers and advocates has triumphed and hence established the fact that without doubt, God has created all men out of the same blood.

This condition of the minds of the people at the close of the civil struggle, made education for the Negro slow, though he went after it with an anxiety equal to the rapacity of the lion after his prey. While much has been accomplished in the way of educating the masses, there is still room for improvement along all lines.

The progress made by the race cannot be estimated on the showing made in the schools during these stirring times. Progress was made, to be sure, but there was a wall of public prejudice to break down, so that on the ruins of it there should be established in the minds of the people, favorable sentiment for the education and training of the former slave. This wall was battered down in places, and instead of the once strong rampart,

there has been constructed in its place, here and there, in the very stronghold of slavery, a healthy support of the education of the masses, regardless of previous conditions, and it is gratifying to note that permanency and constancy characterizes this new sentiment.

It is to this feature of the educational trend in this country, that the masses of both races must look for succor. We are glad to write that the public mind is being awakened to the importance of training and educating the masses, for in proportion as the masses are trained in the arts of thrift and industry; in proportion as they are educated to the point of getting the best out of life, in other words, living the best life, in the same proportion will a strong government exist for the people, by the people and of the people.

We conclude our observation on this topic by a prayer for a revival in the hearts of the people who are in position to do so, to change the environment of the masses in the manner as shall be indicated in the following topics included in this sub-division.

(b). THE HOME LIFE.

Education is affected by the home life of the child. That this is a truth has long since been established, and it goes without much much argument. The first schools opened to Negroes were filled by children whose parents had no homes, and hence were accustomed to no home comforts; neither had they given their children any home training. These children were simply blanks, so far as knowing the things that civilized people should know. They were children of a parentage which had gone through a period of 250 years of servitude, minus any mental training whatever, and thus they were physical giants, but mental pigmies.

The home life of the race was a life of camping on the plantations, though sometimes their camps or cabins were warm and comfortable. The parent had no time to train the child, for the time of the elder belonged to another.

In order that the mind of the child be plastic and easily affected by education, its home environment must be good and conditions such that the learner can give time to the acquisition of knowledge rather than to the pursuit of those things which pertain to bodily comforts.

Parents should provide the child,—as far as possible—a pleasant home with some comfort; give him some innocent playthings, some home amusement; give him a beautiful picture on the wall, that he may see some of the noble characters of the world of his own race as well as other races; give the child a beautiful song in its native air, and a beautiful poem written by a native poet, as

well as from poets of other races; read him the story of the struggle of his grandparents and the deeds of the heroes of the race, as well as the deeds of heroes of other races; and you will inspire the youth to higher ideals of his own racial life.

When you purchase a toy representing the Caucasian or the Mongolian race, you should purchase one representing the Negro race also. Cultivate in the home a love of the true and good in others.

In the home there should hang paintings of our national characters, as far as the means of the family will allow, and especially those of Tanner and others who have achieved fame as painters. Modest games should be provided for the entertainment of the young, to keep their minds directed in channels of innocency, rather than allow them to seek employment on the streets, in the alleys, in dives and various haunts of vice and immorailty.

Children should be taught to love home above all other places, and to do this, you must have something to attract them more than the mere word "Home."

Home should be made so attractive that children would not desire to leave it, however much inducement there might be to go

Cultivate, at home, the love of all that is true and good in nature and in the great characters which the world holds as models, and above all else, teach the young to imitate as well as apperciate, whatever virtues there are in his own race, as well as the virtues in others.

Summary—Environment.

1—Education affected by various conditions of life.
2—Dark ages of the world.
3—The coming of the Pilgrim Fathers.
4—Condition of Afro-American compared with others.
5—Conditions have hindered his progress.
6—To clear up statements made.
7—The state of the minds of the people made education difficult.
8—A wall of prejudice.
9—The public mind has awakened.
10—The conclusion.

Summary—Home Life.

1—The first school opened to Negroes.
2—A life of camping.
3—The home environment must be good.
4—Provide home comforts, playthings, pictures, songs, poems.
5—Read stories.

6—Purchase toys of all races.
7—Cultivate a love for the true and the good.
8—Put paintings on the wall; provide modest games.
9—Home should be made attractive and hold up the world's noted characters.

(c). EDUCATION IN THE HOME.

The education of a child may be divided into periods, *viz.*: Infancy, Youthhood, Manhood.

The first period is that which is spent on the knees of the mother whose ever panting breath and watchful eye are vigilant and anxious as to every step in the life of the child.

This period is the most important of all, for it is this in which the first impressions are made. It is said by some writer that the impressions made during this period are lasting, that they are the impressions which are the passions of the child throughout its life. Someone else has said, "Give me the child during its first twelve years, and then you can have it." It is then the child first sees the light of the world in which it is to move and have its being. It is then it hears the sound of the whistle and engine for the first time, and learns to cry and whistle. It is then it hears, for the first time, the voice of a human being who is to communicate speech and shape its destiny. In other words, it looks out into a world void but for the possibilities of a rich legacy bequeathed by our ancestry and inherited by every child born into the world. Every child, therefore, is dependent upon its parents for the kind of training which is to be it's possession. How important, then, is it that this training be commenced early, and that it be well directed in channels best suited to the well being of the child. The oft repeated and ever present scripture, "Train up a child in the way it should go, and it will not depart from it," is the guide and strength of every faithful parent who feels the weight of the responsibility resting upon her, and she commences the task with fear and trembling, lest her task be not well done.

That the kind of training received by every child depends primarily, upon the mother that gives it birth, no one will deny. Some children are richly endowed. They are fortunate to have mothers who have themselves been trained in the mother tongue, and in true womanly virtues—which should be the possession of every mother who is to train the rising generations. Such a parent commences early to mould and shape the language, character and habits of her child. "As mother is, so is the child," is a saying which carries with it too much truth to be treated as a mere saying. In other words, as the home and environment, so the child.

The child that is unfortunate to have as its environment a poverty of language and a poverty of virtue, becomes heir to nothing good but the pure air from heaven, and not this, if the environment is not pure.

How can a child speak good English unless it is first taught good English? How can it use pure words without it is first given pure words?

The most essential requisite then, in the training of the child, is the environment.

How careful is the husbandman who has the training and cultivation of the tiny plants in the garden! He first prepares the soil by harrowing, raking, sifting and mellowing and enriching. The seeds are selected with special reference to their maturity and freshness. They are watched and tended as they spring up and begin to grow, every precaution being taken to support and mature the tender plants in their growth till they are sufficiently strong to stand the storms and winds. So with the child culture and training.

Some one says we should commence to train children one hundred years before they are born. This implies that the third and fourth generation must begin its training.

It is said that Massachusetts has produced more great men to the square inch than any other state in the union. In other words, the New England section of the country is productive of more great brains than any other. North Hampton, alone, it is said, has produced 114 lawyers, 112 ministers, 95 physicians, 100 educators, 30 professors, 24 editors, 6 historians, 14 authors, 38 officers of state, 38 officers of the United States, including members of the Senate, and one President.

One rich spot in the garden will bring forth many large and fruitful plants, as one town in Massachusetts will bring forth many great men to do service for the country.

Thus it is clear that the training of the child at home stands more for its character in after life, than all else combined.

If the Puritan mothers, nearly three hundred years ago, felt it necessary to take the children to the church and listen to a three hours sermon and a prayer one hour long, twice a day, and if it took such training to produce the great men of our country who framed our constitution and formed our government—how impossible is it for us who will listen to no long sermons, nor think of no one-hour prayer, to produce such men in this day and time.

What it took to produce a Longfellow, or an Adams, or a Lowell, in former years, would take to produce men of the present generation.

If the training of the present day is not what it used to be, and if our men are not compared with the men of former times, we may say that we have fallen from grace or retrograded.

Put into the home, a good mother and an upright father, who have been trained in their mother tongue, and then give them children to rear. Compare these children with others who come from homes of parents who have not been thus environed. You will find as much difference in the bearings and habits of these children as we see in the breed of horses and mules. "Blood will tell."

Too, children sometimes become what their associates are. Let the child of a good family associate with children of vicious families, and the result will be seen in the life of the child of the good family. The Bible says, "Evil communications corrupt good manners," which is too true to be unheeded by parents who are striving to train up good children. If our children are turned loose into the streets to run wild with the heterogeneous mass of humanity; if the neighbor's bad boy is to become his companion from day to day, there will finally be two bad boys instead of one, and your boy will be one of them.

It is wonderful how some children, however unfortunate and common their environment, do rise above their surroundings and make of themselves worthy men and women.

Were it not for the possibility of rising above one's surroundings, there would be little chance for children of vicious and ignorant parents to ever rise above their surroundings. The individuals who rise above their environment rise in spite of it, and would rise though hell opposed. These are the exceptions to the rule which covers a great majority of the human family.

The children of poor and illiterate, constitute the masses of the populace, and should be the special care of the government as well as the favored classes who need little assistance. These children are to become the citizens of the republic as well as the more favored class, and should be trained, if possible, out of their environment.

The home training of our parents should be permanent and wholesome. It should be such as becomes the government of a Christian family. It ought not be spasmodic and erratic, nor cruel, but firm and gentle and humane A cursing and swearing father, and scolding and lying mother; a dirty and sloven environment will produce children with such natural tendencies, be your desire ever so earnest to the contrary. Pure and gentle words administered from pure and gentle character; clean and attractive environment—the home of the youth of the land—these all combined will produce men and women strong in body and mind, and noble in character.

This subject of rearing children is truly a serious one at this time with every parent in this country, especially Afro-American parents.

Everybody, too, has a solution to offer to this and all other problems affecting our race. There are few students among us. We are all teachers. All want to give advice, and few desire to accept advice. But while some of us are giving advice about how to rear children and some rejecting advice, our children are going astray every day, and we are responsible to our God for their training. We, too, may be numbered with those who are giving admonition as to the conduct of family government, but what we say here is certainly in harmony with our own mode of conduct at home with our own children. Our girls should be taught at home that law and order consist in orderly dress, orderly heads, clean faces and correct demeanor on the streets. Our girls should be taught that home is their castle which is always fortified if they are in it, but it is not fortified if they are not in it; that character is the woman's most precious jewel, and that at home they have a castle with a fortified character in it. Girls have too much business on the streets; on the pad, on the run, with their mothers at home. Mothers who would know that they are responsible for their children at all times and places, would see to it that they become the escort of their girls.

Our boys, too, should not be neglected, for it is the boy that has perplexed the problem in these latter days. Who knows what to do with our boys? Who knows how to get the boy in school after he is thirteen years old? Or how to get him to attend Sunday School? Or how to get him off the streets into some useful employment? Who knows how to make our boys stay away from the dives of the city? Who knows how to keep a boy from bad habits? From bad associates? From debauchery and shame? Indeed, who knows how to manage a boy?

Our boys are the hope of the race.

That mother who is the child's teacher till it is twelve years old, can do more toward shaping and molding the boy to proper proportions than anyone else. That mother whose mission is divine and whose influence is eternal, is the one to shape the life and character of the boy. What a task, mother! It is your task, with father a close second. No one can train the boy as mother can. No one is responsible as mother is.

We must conclude, therefore, that unless the mother is what she would have the boy become, there can be little true training.

We would venture the thought that much of our family trouble and waywardness on the part of our boys and girls, come from this source—the crooked home government. In other words,

the crooked home governor. Sometimes both are crooked, thus rendering home government impossible.

We may conclude this chapter by laying down the following premise as a safe guide to us all: If mother and father are correct in their lives, and if mother and father are consistent and persistent in their teaching, then home training will be what it should be, and the child will be a product of this training.

Finally, when all the homes in the land will stand for virtue and upright conduct, we shall have none but virtuous and upright men and women, as products of these people.

(d). THE SCHOOL HOUSE.

The public mind is awake at this time as regards the school house in a way that it never has been before. The old log school house on the hill has been torn down and in its place stands a modern brick structure with all the improvements up-to-date.

Garfield's idea of a log with himself on one end and a teacher on the other, does not possess the minds of the people at this time; for the times are pressing for better school facilities and better compensation for teachers

The Afro-American child should have good school houses and good facilities to keep up with the pace, and the little log cabin on the hill with skylights in the ceiling and windows all around it, will no more meet the demand of the times. The improvement of school houses has moved forward rapidly of late years among the people for the Caucasian children, and commendably so, but in the rural districts the movement has not reached the Afro-American children in a like proportion. We trust that the movement will not stop short of its full purpose—to improve all the school houses in the land; for no child can sit on a two-legged stool, or on a bench with no back, or in school houses made of logs chinked with mud and here and there a hole, and learn his A, B, C's as readily as the child that is provided with the modern school house.

The modern education calls for modern improvements. The old one-horse plow has been displaced by the riding plow drawn by two horses. Instead of the old method of flaying of grain, there is the modern threshing machine which cuts the grain, binds it, and threshes it at the same time.

The modern school house has come to take the place of the old, and the tardy occupancy of the new by the Afro-American is attributed to the fact that conditions effecting a general diffusion of knowledge are not as ripe in some places in this country as they should be as regards the education of the masses. Wherever

there is a healthy sentiment toward a general diffusion of knowledge, there is a corresponding sentiment for good school houses and better paid teachers.

The school house of both races in any community is a good index of public sentiment in regards to the education of the masses. We hail the day when all the children will go to school in well ventilated, well constructed school houses, and no child, rich or poor, will be forced to sit on a two-legged stool.

Summary—The Schoolhouse.

1—Public sentiment as regards the school house.
2—Garfield's idea of learning.
3—The Afro-American child and good school houses.
4—The rapid improvement among the Caucasians.
5—The purpose of this movement.
6—Modern education calls for modern improvements.
7—A healthy sentiment and the school house.
8—We hail the day.

(e). THE SCHOOL BOARD AND ITS AUTHORITY.

The School Boards of the community stand as representatives of the public as regards the education of the youth. In the South land the Negro schools are run in connection with the white schools. In many places there are splendid and liberal provisions made for the Negro schools in connection with the white schools, and it can be said that these schools share in whatever munificence the State bestows for the benefit of education. It is understood, and carried out in some places, that the Afro-American youth share in all the school fund which the State provides for the children.

That School Boards are kindly disposed toward Negro schools and are willing to make equal provisions for these schools in proportion to the number, but are handicapped, somewhat, by public sentiment, is a fact which needs no elucidation, as the facts are well known. Public sentiment is the element which should be converted in favor of the education of the masses.

In some communities, especially in cities, where our people have accumulated some considerable property, and where public sentiment has been changed in favor of a liberal expenditure of school funds on all the children, the School Boards have provided for the Negro schools in such way as to permit the organization of good and substantial public schools running nine months in the year,—even good High Schools.

Were it not for this healthy and liberal sentiment in favor of

public education in the large centres where many of our people concentrate, the education of the Negro youth would not bear inspection, for in the rural districts the schools are poorly equipped, running three and five months in the year with a poor teacher poorly paid. We hope the time is not far distant when the public mind will be aroused to the point of universal education for the masses; for we believe that education should be given in proportion to the illiteracy of the individuals to be taught.

There should be a growing sentiment in this Christian country for the education of the masses—for the safety of the government depends upon the intelligence of its citizens. The education of the Negro youth in this country depends upon the liberality of the sentiment of the people who have the schools in control, and especially upon the School Boards and Trustees of the cities and community schools, and if it were left to us to appeal in behalf of our people, we would enter such appeal with all of our soul to the powers that be, to the end that they educate the masses in proportion to their illiteracy.

Summary—The School Board.

1—The school represents the people.
2—In many places there are liberal provisions made.
3—Public sentiment.
4—Time to come when universal education should be given.
5—Education of the Negro depends on the liberality of the people.

(f). PARENTAL COOPERATION.

That parental cooperation is a very necessary element in the control and education of our children, is a fact on which all school authority agree. The cooperation of the parents in the education of their children is needed for many reasons. Some of which we shall here note for consideration. First, the child comes to school having been sent by the parent, and it is supposed that the parent is in perfect accord with the teacher in the education of the child, as the sending on the part of parent would indicate his purpose to cooperate. Secondly, the child is under the control of its parents, and if the parents exercise this control, as is their God-given right, the child will feel the influence of this control only removed from the home to the school house, or better, only extending from the home to the school house.

Thirdly, no one should be more interested in the education and welfare of the child than the parent; not even the teacher, for the teacher owes nothing to the child but love of humanity, while the parent owes much education, training, parental love, and prepara-

tion for life. The parent should feel duty bound to cooperate earnestly and unselfishly in everything which makes for the benefit of the child in the school, since he is responsible for whatever good or bad that comes to the child while under parental control. Fourthly, a failure of the parent to cooperate in the education of the child ought to be sufficient grounds for the discontinuance of such child in school; for when the parent refuses to assist in the education of the child, then no one else should be held responsible for what has been refused by the rightful agent. Much is said and written in every school meeting, teachers' normals and Institutes, concerning parental cooperation, but much talk on this subject is done *ex parte*. The parent who is to be the copartner in this important work is very rarely present at the meetings, and never hears discussed his relation to the school. We trust that this book which gives our view on this subject may reach a number of our parents and thus fall into the hands of the persons who should be interested in this subject.

The teacher in the schoolroom and the parent at home, both cooperating toward the same end, the welfare of the child, can form a trust which cannot be broken by any opposition of the child. The average child of the present day growth, needs a strong support at home to influence him to apply himself to study at school, and give the teacher the proper respect. The teacher can easily tell whether the persons at home are performing their part of service in the corporation, when there is any rigid enforcement of regulations at school, and in consequence of which there is a rebellion among the pupils. The rebellion in school is usually headed and abetted by irresponsible students whose parents are slack in their control at home, and who show the child by insinuations concerning the teacher, that he, the parent is not much concerned as to the relation between teacher and pupil.

A parent who will exact strict or implicit obedience from his child at home, and who exacts from the child faithful service at home, will, as a rule, cooperate with the teacher in securing the same results at school.

In the long service which we have given in the schoolroom, we have never been mistaken in our diagnosis of a case of insubordination or rebellion, when the environment and antecedents of the child were considered. As a rule, the indolent child has been indulged at home, and a saucy, impudent child has been allowed to do those things at home, and hence at school. Cooperation of parents means more than merely sending the child to school. It means sending the child to school and turning him over to the teacher, and not necessarily making an agreement with the teacher,

but an understanding all the same, to mutually cooperate in all that pertains to the proper training and education of the child.

Uncomplimentary remarks at home concerning the government at school, or a slight remark by the teacher concerning parental control, would act and re-act upon all parties in some way. Parent as well as teacher, should guard well this joint partnership company, for either party can cause a failure in the business.

Summary—Parental Cooperation.

1—Parental cooperation necessary.
2—Reasons why cooperation is necessary.
3—Much is said and written, but work is *ex parte*.
4—We trust this book will fall in hands of those interested.
5—Teacher and parent form a trust.
6—The average child needs a home support.
7—The teacher can tell when he is supported at home.
8—The kind of parent that helps at home.
9—Our diagnosis of cases during our long service.
10—Indolent, saucy, impudent children.
11—What cooperation means.
12—Remarks at home and at school.

(g). MOTHER'S CLUBS.

As a means of effecting education and assisting those actively engaged in education in any community, the Mother's Clubs, which of recent years have been organized as auxiliaries, are doing much good.

In former years when our people were just learning to appreciate education and our parents were listening to the stories of school house tyranny, and the school master ghost, as related to the terror stricken children as they sat around the family circle at night, and, when the home folk were wont to peep through the windows and key holes to see this monster as he passed going to and from his daily vocation, then it was that the home folk formed a very low and erroneous opinion of the work of the school house and the mission of the school teacher.

The pupils were influenced by some fanciful delusion to look upon their teachers as possessing supernatural powers and persons who did not eat, drink, and move on the same earth as ordinary beings, but who lived in a different atmosphere and thought different thoughts than the parents of these pupils. The parents also, on account of their separation from the school house, were strangers to the school master, and knew absolutely nothing about the relation existing between the school house and their

children—only as they had it in this fanciful hallucination as described above. No wonder the school house bore such fearful relations to the home, and the school teacher such foreign relations to the parent and child! But the day of this condition of things in the school house and the home has passed, and is numbered with the days which tradition delights to tell of as having been once upon a time existing.

The Mother's Club is a movement among the mothers, which has for its purpose the improvement of the relations between the school house and the home, and between the school teacher and the parent. Instead of the parent as in the old way, looking through smoked glasses to see the relation of home to the school house, the Club has carried the home to the school house, and the parent and teacher have joined hands in the same cause. Instead of the parent looking through the windows and peeping through the keyholes to see a "monster" as he passes, the windows are now raised, and the doors opened, while the parent stands in open view to welcome the teacher and assigns to his care the children to be conducted to the school house.

The Mother's Club is a twentieth century agency which unites the home with the school house in the education of the young in a manner as to make the training of the young the burden of the home as well as the burden of the teacher. In other words, this club is the outgrowth of the modern idea of education—home training in conjunction with school training.

The organization of Clubs among women, for the purpose of helping in the education of the young, while considerably in vogue by the white parents and in some places by colored schools, is not generally the rule in the colored schools. That the Afro-American schools should have these Mother's Clubs everywhere, requires no argument, for what is good for the one school in this country, is good for the other. This is to say that under similar conditions in this country, the races are affected similarly. It can hardly be argued that the above assertion is not universally true, for the Negro takes to any kind of training, both mental and physical, that his white brother does.

The Clubs have been organized to assist the school teacher in many ways, some of which we here mention as a means of emphasizing this phase of the home work. The Mother's Club asists first, the School Board in beautifying the school house and the school yards. This is done by planting trees and flowers on the school yards, and by hanging pictures on the walls and painting and papering school houses where they are needed.

Second, They assist the teacher in training the children, by discussing best methods of training in the Clubs, and by building up

a healthy sentiment among the people to take part in this training.

Third, They assist the teacher by building up a sentiment among the children to obey authority and respect their teachers and their parents.

Fourth, They assist in educating the public mind as to its duty to the school and to the young.

Fifth, They become public benefactors since they do many things for the public that the public never dreamed of doing for itself.

Thus the twentieth century Mother of the Caucasian race has taken her place by the side of the school teacher to uplift the race and the Afro-American mother is called upon to take her place by the side of the teacher of her race to do similar duty.

Mother's Clubs should be organized everywhere to assist in educating our children and in doing more, in improving our homes and our school houses. Teachers must lead out in the organization of these Clubs, for no one in the community is more interested than he is, and no one is more benefited than he, since the mission of the Club is to assist him in his work.

Summary—Mother's Clubs.

1—The Mother's Club as an auxiliary.
2—When our people were just learning to appreciate education.
3—The pupils were influenced by some fanciful illusion.
4—The Club has carried the home to the school house.
5—A Twentieth Century agency.
6—Mother's Clubs should be everywhere.
7—Clubs have been organized to assist in the education of the race.
8—The twentieth century mother.

CHAPTER V.

V. GOVERNMENT BY THE TEACHER

The teacher in the schoolroom is the governor as much as the governor of the State is governor, though the teacher may be considered governor with all the modifications taken off. A governor of a State has many limitations to his government, but a teacher has few. "He is monarch of all he surveys. His rights, there are none to dispute." If he wishes to set up a tyrannical government, he can do so without consulting any of the constituents. The kind of government which he sets up depends wholly upon the kind of ruler there is on the throne.

In order that there be a strong government, let us point out the qualities of such a government.

(a)—It should be moderate.
(b)—It should be consistent.
(c)—It should be unbiased
(d)—It should be wise.

(a). SHOULD BE MODERATE.

That the government should be moderate, is saying that there should not be extremes in the government of the subjects. It should be moderate in the sense that the governor should not feel at liberty sometimes to order the heads of his subjects cut off and then at another time allow then to do as they please without restraint. It should be moderate in the sense that it should teach the subjects to govern themselves as long as their actions do not infringe upon the rights of others.

The teacher should aim not to impress his pupils with the idea that he is tyrannical or cruel in his treatment, for it will have the same effect upon the minds of his pupils as a tyrannical government of adults would have upon them. It broods rebellion and encourages revolts. It stirs up revolutions and creates strife and dissensions, which will require war and rumors of wars to settle.

It is uncivil and unrighteous and "smacks" of barbarism and

heathenism, for a cruel and unjust teacher in the schoolroom is little less in the minds of the civilians than the heathen ruler who sways his tyrannical scepter over the heads of a defenseless people in Africa or Asia.

The Negro youths too, should be trained under a different government than that of their parents who came up under the whip and lash in the days of American servitude. The parent knew no other school; no other teaching than that which came from force and unremunerated service. The youth of the twentieth century should be trained to respect law and order while in school, and when they are grown men and women, they will respect the laws of the land.

(b). SHOULD BE CONSISTENT.

The government should be consistent in that it should not establish a system which should mete out justice to some of the subjects and injustice to the rest. Even children know when they are treated with unfairness. Consistency is a jewel very rarely found among the swine. The idea is that the governor must be so imbued with the spirit of the Divine Teacher that the Golden Rule will be the mirror through which he sees himself in all his dealings with the subjects.

In order that a teacher is consistent in his government in the schoolroom, he should endeavor to set up such a standard that should be administered to all alike, the old as well as the young, the boys as well as the girls, the rich as well as the poor. This is where the rub comes, if it comes at all. In the disposition of justice to his many kinds of pupils, it is a level-headed teacher that can so dispose of his remedies in such a way that the pupils can feel and see the righteousness of his acts.

Such a teacher must not depend upon himself for guidance, but he should invoke the guidance of the Great Teacher who knows better than any human teacher how to temper justice with mercy.

(c). SHOULD BE UNBIASED.

The governor should be unbiased in his rulings. This is to say that he should not look through a smoked glass at one child and through a transparent glass at another. This is where the government rubs again. Let us consider a case in point to illustrate what is meant in this connection by unbiased government: Thomas and Floyd, two boys who have parents equally interested in their education, but the former is the son of a poor father, and the latter of a wealthy and popular family. The two boys have

a misunderstanding on the play-ground, and come to blows, a school boy scrap. The teacher is called in to settle this scrap.

It is understood that the father of Floyd has much influence, even to the extent of holding the teacher in his position. In the settlement of the case where the two boys are at fault, the teacher leans toward Floyd and settles the case with colorings in favor of the boy which has influence behind him. In the adjustment of the case it is seen by the pupils and felt seriously by Thomas that the teacher was partial and lent toward the other boy because of his standing.

In the settlement of such cases the teacher not only makes his government unstable, but he makes a wound in the mind of Thomas which may never heal, and loses the confidence of the school.

There are few rubs in the government when the subjects have implicit confidence in the ruler. The teacher who will have the moral courage to stand up for the right, even though his personal interest is at stake, will win out in the end.

Sometimes in administering justice to his subjects, the governor is called upon to decide to which of two contending mothers does the innocent babe belong. Then, as Solomon did, he should call for a sword and proceed to divide the baby between the two. In this way the heart of the contending parties may be seen and the rightful owner found.

In concluding this topic we wish to say that in all our experience in the schoolroom, we have found it necessary to give much thought on points of decision and discrimination. A hasty decision by the teacher may cost him his position, while a mature deliberation may win for him the confidence of his school and patrons.

In the disposition of stubborn cases we would advise the policy of waiting for mature consideration. Suppose the pupil absolutely refuses to respond to the commands of the teacher. Why hurry to make him respond? Why take the time of the school to have an altercation with him? Why not dismiss him from the classes for the time, and take up the case when you have time for mature consideration, and the pupil has had time to see himself through the mirror of his conscience? A policy of waiting often wins. In fact, there is no chance to lose, by waiting, anything more valuable than a "hot" temper, which on account of the loss may add much to the teacher's profit.

The Golden Rule is a very good guiding principle in all our actions, and at all times. "Do unto others as you would that others do unto you," does not apply in the treatment of older people more pertinently than it does in the treatment of children.

(d). SHOULD BE WISE.

To say that a governor is wise, is passing encomium upon him on account of his wise actions. Few governors however, can so act at all times as to get this appellation. Solomon was a wise ruler, the wisest the world has ever seen, but even Solomon in all his glory and wisdom was not without fault.

Wise in the sense which we here apply it, means discreet, cautious, prudent in whatever is done.

Many people are possessed of learning as far as books go, and can meet the requirement of the scholar, but are wanting in the elements of wisdom, in the elements of discretion necessary to make a success in whatever they undertake. In other words, it takes more than book "larning" to make a man wise.

Let us take for illustration two cases—Mr. A has just finished school, having been educated at the best school in the land in all the Languages, Sciences, History and Mathematics the school affords. He makes application for a responsible position and is elected on first ballot on account of splendid papers of recommendation, etc. He commences his work most auspiciously, having the good will of the people. Soon he is called upon to decide cases which envolve not so much learning as it does common sense and discretion. At every turn in the road he makes blunders in judgment and is seriously criticised by people of much inferior learning. Mr. A. is much exasperated and perplexed to find that he is criticised by people whom he considers far below his standing, and soon he begins to flaunt his learning in the face of his criticisers, making it appear that these persons who find fault are but pigmies in comparison.

The little pigmies laugh at his blunders and wonder how it is that a man of all this learning can fall so short of doing the right thing at the right time. Mr. A fails and is superceded by Mr. B, who is simply, as far as books are concerned, a self-made man; who, though no comparison to Mr. A in learning, is a level-headed, common man, possessed of only enough scholarship to pass the Board of Examiners in common English.

Mr. B has brought to him similar cases that confronted Mr. A, and with the calmness characteristic of Mr. B, he deliberates cautiously upon each one of them, gives satisfaction in his decision to both pupil and patron. And thus he succeeds where Mr. A fails.

This case in point only illustrates the fact that education in the head of a fool will only serve to make the possessor a confirmed fool; while a little learning, sometimes in the head of a man of common sense will prepare him for doing much good among his fellows.

It is hardly possible for a man to act wisely unless he has these elements in him. Fools try to act wisely, but are caught in the awkwardness of their acts. It is hard to act one thing and be another.

In order that our position may be clearly seen in this discussion, we here state that we do not compromise with ignorance, neither do we believe learning is all of it. A man without learning may do somethings well, but with learning he can do much more.

It has been our aim here to differentiate between the man with some learning and much common sense, and the man with much learning and no common sense. Learning in the head of a wise man, and he becomes much wiser; but in the head of a fool, and he is the more fool.

"Wisdom is the principal thing, therefore get wisdom; and with all thy getting, get understanding."

Summary.—Government.

1—The teacher a governor.

2—The kind of government depends on the ruler.

3—Should be moderate in the sense of teaching self-government.

4—Should not be cruel, unrighteous, but youth should be trained under different system, and should know how to respect the laws of the land.

5—Children know when they are mistreated. Where the rub comes; teacher should not depend upon himself.

6—For a governor to be unbiased or unselfish in his dealings, shows lack of heart power; Thomas and Floyd; the settlement of such cases; the governor to be a Solomon; concluding this topic, etc.

THE GOVERNED.

(a). HIS ENVIRONMENT.

In another chapter we have touched the subject of environment of the parent and in this chapter we shall speak of the child's environment.

We believe very much in the doctrine of heredity. This is to say that the child will be what its parent is. The vegetable kingdom furnishes splendid examples of environment, for the farmer and the nursery man must first prepare their soils before they can hope to reap an abundant harvest. And then, so as the environ-

ment, so the production. This is to say a rich, mellow soil will produce a healthy growth of vegetation. As the vegetable kingdom, so the animal kingdom. A strong and healthy parent will produce a healthy child. That this is true, all will agree as the facts to substantiate these assertions are too numerous to leave any room for doubt on this score.

But does heredity descend or ascend? Does a strong and vigorous parent produce a strong and vigorous mind in the child? Truly so, as a rule, though there are cases of abnormal mental growth in families as well as abnormal physical growth in the vegetable kingdom. We do not pretend in this connection to produce psychological deductions to prolong the argument on this point, but would rather turn this phase of the subject over to the psychologist who would enter at length into the intricacies of mental science to prove that the child inherits not only the physical powers of the parent, but also the mental powers.

The offspring is endowed both physically and mentally from the parental bounty, and is blessed in proportion to the abundance of this fountain head. The infant then, has three sources to draw upon, which influences its life, two of which we have noted above; the third is the home environment of the family. In other words, the society in which the child finds himself when it begins to move among men and get ideas from the outward world.

Let us grant that the child comes into the world with the physical body given it by its parent stock, that the infant physique draws on its parent for whatever of strength or of weakness its body must have, and that its mental powers will develop in proportion as this parent stock has endowed this infant. Just how much of mental endowment is drawn from the old stock, is not easily estimated.

Mr. Roark in his Psychology in Education, in discussing a physical basis for mind, says this:—"Mind as we know it rests upon a physical basis which acts upon mind, and upon which mind acts. What the connection is between mind and that physical basis, or how this connection is made and maintained is not known, and most probably never will be known." Let us grant also, that the child not only gets its physical background from the parent, but the basis for its mental development, and that the social environment into which the child finds itself when it comes into the world, comes from whatever social standing the parent has in the world.

We are much impressed that the child's social life has much to do with its mental attainments, so much so, that its life, for weal or for woe, depends upon this social standing.

Instances to substantiate our discussion will here be given, and

then we shall desist. A child is born to Mr. C. who is educated and cultured, having been blessed with wealth and family standing all his days. The family, of course, moves in the best society and has never known anything else. Not only this family, but all of its associates have been educated in the purest of English, and have been careful that the mother tongue be the only tongue used in the family, and that in its purity. Mr. C's child, therefore, has a pure environment to embrace it when it comes into the world, and it will simply be impossible for such a child to contract bad habits of speech even before it enters school. This is to say, that the child partakes of its environment and cannot rise above it.

Another child is born to Mr. D who is a colored man whose parents were slaves, and who never were able to give Mr. D the advantages of any kind of education. The associates of Mr. D are also illiterate, though good, honest, hard-working people. This child is a bright, bouncing boy with splendid physique and powerful mental capacity. It could be a great man, were it not for its environment. It is thrown, of course, into the society of its family standing and is trained by its mother, who has never had the advantages of school, nor the society of the cultured.

This boy is sent to school early and takes readily to books, but is never able to throw off the barbarisms in the language which he hears from morning till night, at home and among his associates. His mother gave him the first word to say, and that word was broken English. All his life thereafter, even in school, he has heard broken English and has tried to throw it off. It is almost impossible for little D to rise above this environment and use the kind of English that little C uses. And thus environment is a master that holds fast his servants.

Summary—Environment.

1—The doctrine of heredity.
2—Does it include the mental powers?
3—Refer to the psychologist.
4—The offspring is endowed.
5—Mr. Roark's definition.
6—Let us grant, etc.
7—Instances—Mr. C and Mr. D.

(b). THE STUDY OF THE CHILD.

In former years under the old system of education, there was no thought of studying the mind of the child. Few school teachers are given to the investigations in mental science to enable

them to study the minds of their pupils as is required to understand child mind.

In recent years science has taken long strides in this direction, and much has been accomplished by the diligent student in the study of child mind. The new method of study requires the teacher to know something concerning the operations of the mind. And why not? Is it supposed that one can be able to understand a machine without knowing something of its component parts?

Is it not surprising that the old teacher with the old method of teaching—giving to his pupils all classes of material in all sorts of quantities, at all times and at all ages, reached any results at all?

The present day method requires the teacher first to know the subject to be taught. Second, know the child. Third, know the order in which the knowledge is to be taught.

To know the subject taught, requires special preparation on the part of the teacher in a school with curricula of studies, and such a course followed and mastered.

To know the child, requires much study on the part of the teacher in special technical and normal schools designed especially for the teacher. This is the new phase of the modern education and its development has not ended. It is not so much now as to what you shall teach, as it is what are the operations of the mind of the learner and how to apply the subject to the mind.

We would suggest to the young teacher the following questions for consideration, upon the preparation for entering the teaching profession:—(1) Do I understand the subject to be taught? That is, have I thoroughly mastered the subjects that I wish to teach to others? Can I teach to others what I have not learned thoroughly myself?

(2) Do I understand the complex nature of the mind that I am intending to teach? How can I, a physician, administer a dose of medicine to an individual unless I have studied the nature of the individual that I hope to administer to? Have I understood the composition of the medicine which I hope to give this individual?

(3) Do I understand the effect of the medicine upon the individual? Do I understand how to administer to this individual the specific quantities of the specific medicine needed at the specific period in the life of the individual?

If the young teacher can answer these questions in the affirmative, he or she is commissioned to teach the new education.

Child study, therefore, is here commended to the student that is preparing to do service in the schools of this race, as we cannot hope to secure our teachers from other races.

We would insinuate here that since we have the same subjects

to teach, and the same kinds of minds to enlighten, that our teachers should endeavor to prepare along the same lines as teachers of other races.

Summary—Study of the Child.

1—The study of the mind of the child.
2—The new method of study.
3—The old method.
4—To know the subject, and to know the child, requires, etc.
5—Questions to be answered by the young teacher.
6—Child study recommended, etc.

(c). WHAT TO TEACH THE NEGRO CHILD.

What we shall say, in these lines, that should be taught the Negro child, will hold good for any child of any race, but in this connection we hope to point out some specific lessons that should be driven home in the training of our own children.

Some of the critics in our own race may at this point, find occasion for unfavorable comments on the idea of specific treatment or application of any subject to our race, but any race must come to the time in its development, when it can profit by the application of specific doses.

In the work of the teacher, he should find time to teach moral lessons daily, in order that the young should not only grow mentally, but morally in those attributes which go to make them strong men and women who are to take their places in the arena of life to do battle among the nations of the world. Lead them down the following ladder of fame:—(1) Honesty, (2) Obedience, (3) Truthfulness, (4) Love of Parents, (5) Gratitude, (6) Honor, (7) Fidelity to Duty, (8) Good manners, (9) Courage, (10) Cleanliness, (11) Temperance, (12) Self-control, (13) Kindness to others, (14) Politeness, (15) Gentleness, in speech—in manners.

(1). That the average child is born with the signs of abnormal *honesty,* has been asserted by many, and that every moment of its development proves the assertion true, is open for much argument. If there is any truth in the doctrine of heredity, and we believe there is, the Negro child has fallen heir to some of the traits of the parent stock, which came down from the old ante bellum regime. That the system of training of this parent stock for almost 300 years in the arts of dishonesty, were such as to develop a specie of abnormality, no one will deny.

The task is given the present generation of teachers to inculcate in the minds of the young the love of honesty. Stories of the lives of men and women who stood for honesty in purpose, in action, in life, should be held up daily before these children, and

the impression made early in life of the worth of living an honest man. Concrete examples should be employed as much as possible, as well as reading the stories of individual lives.

(2). Teach the Negro child to love *obedience*, for early in its life there are monstrous signs of disobedience in many of them, showing that nature predisposes the individual for the way it would go before reason is cultivated.

In the management of children, we find our greatest trouble in the schoolroom lies in the fact that children don't want to obey. In other words, as a rule, they don't want to obey without coercion. Some have little compunction of conscience as to their guilt in any given case, and are willing to be given the rod and allowed to go and commit, at will, another offence.

They should be taught early to respect the rules and regulations of school, and of their parents, and thus be prepared to respect the laws of their country. There should be held up to them daily, the crimes which fill our newspapers, of the actions of the youth of the race in disobeying the laws of the country, and the direful consequences which await the offender.

Teach the youth in our Grammar and High Schools, that implicit obedience to parents and teachers should be one of the first requisites for certificate or diploma from the school.

(3). *Truthfulness*, the third step in the ladder, is another element found wanting in many of our children in early years—a fact which indicates abnormal tendency in the child. Who taught the child of five summers to lie and stand pat on it? It would not do to say that the child's parents taught it to lie. It would be better to say that the child inherited the disposition to lie, or the tendency to lie from its parents. Whether the child gets its tendency from its parents, or whether it sets up its lying habits on its own account, is not the main question in the discussion. It is the fact that this little fellow commences to lie before he commences to do much else. The fact is, its tendencies are wrong. The work to be done, therefore, is to eradicate this predisposition.

The teacher should do his work on this generation well, so that the tendency in the youth of the next generation will be an improvement on the present. Here is where the work is to be done, and here is where the constant rub comes in the teacher's life.

(4). *Love of parents* should form many topics of the daily work of the teacher. Children should be trained to love mother and father more than any one else, and that love shows itself in shining colors when they obey and respect them.

Practical examples to illustrate the love of children for mother

and father should be employed freely as occasions present themselves to the teacher.

The home, the mother's love which hides a multitude of faults, the great sacrifices which parents undergo for their children— all these should be emphasized from time to time, to give examples on this score, and no opportunity should be lost by the teacher early in the child's school career, of stamping the imprint indelibly on the mind of the child, of the value of parental love.

(5). *Gratitude*, the fifth step in the ladder, is hardly less important in the perpetuity of this ladder of fame, than the strongest step in the flight, for it is said that a chain is no stronger than its weakest link or a man's character is as strong as its weakest spot.

The home life or the work of the mother as she sits with the infant on her knees, is here seen in all its significations.

A mother who has herself been brought up under wholesome educational influences will, of course, put her example—her life, in the bringing up of the child in the way it should go, and, such a home presided over by such a mother, has its effect early in shaping the character and life of the child, as will be seen in its early habits and manners as it begins to let its wants be known to those around it.

The ingratitude of children is the worst type of barbarism, and above all else that may come from the son or daughter of a parent, this form of barbarity strikes us as the vilest of all.

To see a mother spending her life over the wash tub or over the fire, cooking for money to educate that son or that daughter; or scouring upon her knees the floors of her employer and giving her paltry earnings for this purpose; and then on the other hand, see this child flaunt its vile wrath in the face of that mother, because that mother asks some sign of obedience on the part of the child a specie of ingratitude more numerous among our people than is really understood by the casual observer.

(6). Teach the child to *honor* its father and mother, that its days may be long upon the land which the Lord our God giveth us.

The true significance of the word Honor, is not known by the careless and unconcerned youngster that has not been taught by careful hands at home and at school.

Many of our children that register in the public schools of our Southland, are without homes and without father or mother. They are, as a rule, "Staying with Aunt Mary, or Uncle John, or Cousin Jane," who has not the time to train them, were they inclined to do so, for much of their time must be spent in keeping the wolf from the door. These children go to school sometimes and sometimes they don't go. When they do present themselves

to the teacher, his or her time is given to trying to impress a few ideas in their heads of being an honest man or an honest woman.

It is very unfortunate for our race that these fatherless and motherless children are not confined in school at all times under the training of a good teacher, who is "*loco parentis*," and is responsible to the race and to God for whatever training is imparted to them. What a responsibility rests upon the Negro teachers of this commonwealth!

(7). *Fidelity* to duty should be taught in blazing letters of gold to every child that enters the school house, for the race needs be quickened and spurred by infusing new blood into its veins and thus start it on afresh in the matter of doing duty faithfully.

Regular attendance at school, punctuality, prompt in meeting engagements, should be stressed in the daily work of the teacher, and our children should be taught that true womanhood and worthy manly action consists as much in doing duty well, as in getting good lessons and in making splendid recitations.

(8). So many of our children for the reasons that we have given above, have never had a mother to teach them *good manners* upon her knees.

Good manners is an attribute which comes from good breeding. Most children show their rearing by their manners. A pleasant "good morning," by the teacher, a pleasing greeting of the pupils as they enter the school, may assist very much in setting the proper example of good manners.

Children should be taught by example, to respect the aged. "Good morning, papa;" "How are you, mother?" "How is your health, Mr. Johnson?" are salutations which don't cost much more than the saying, and parents and teachers should not spare pains in surcharging the manners of the young with these forms which are the outcroppings of breeding.

(9). The exhibition of true *courage* in time of trial, or in time of danger, or in time of a crisis in one's life, is not a common element among children, and too much cannot be said on this point to make its meaning clear to them in their training.

It takes true courage in a boy that has no means of support, to resolve to get an education and gets up and goes after it. It takes true courage for a girl that has no parents, to resolve to get an education, and thus resolving, applies to a school and works her way through the school.

It is manly courage for a boy that is left the only support of a mother, to resolve to support that mother by hard work. These and similar examples should be held up before the young in the work of training.

(10). *Cleanliness* of person and of tongue should be the theme

of the teacher as he enters his school in September, and when he closes in May.

The little urchin that wallows in the street and feeds on the grains of sand, the child that comes from home to school without having a mother or sister to wash his face or comb his hair, the careless child that evades the water and does not care to have his soiled clothes changed—all these must be taken care of by the teacher, and practical lessons of cleanliness so impressed in their little lives, that when they return from school, the teacher has saved them from the consequences of fever, or the contagions which wait around to hurry such mortals home.

Many times in our experience have we seen the teacher bring a comb to the school in order that she might have it handy to use on the heads of the little fellows whose mother was forced to leave for her daily employment without preparing her children for school. And we have seen the wash-pan brought full of water, and soap and towel used to prepare the faces of these children who were so unthoughtful as to forget to use water at home.

Cleanliness is next to Godliness, it is said, and the work of impressing this early in life, is a task of home and school.

(11). *Temperance* lessons should form a very important part of the work of training the young. There is no subject to be taught in our public schools which should receive more thought by the teacher than the subject of temperance.

The older ones of the Negro race that have been addicted to the habit of intemperance the greater part of their lives, are too far away from the influence of the church, the schools, and the workers of the temperance cause for much hope for their rescue. Saving men from the whiskey habit is like saving souls for God. Few old men who have grown old in sin, ever do much good for the church, even after they have joined the church. They have waited too late to do much good. So it is with an old whiskey drinker. He is a hard case to win from the bottle, and after he is won, he is not much service to the cause.

The work of temperance, therefore, should commence with the children in the schoolroom and at home. Teach the child the evil effcts of strong drink, and it takes hold of the principles early and will grow to love the doctrine of abstinence.

The books now used in our schools on the subject of physiology have made prominent and deservedly so, the evil effects of strong drink upon the human system and we believe much is being done by the teachers in the public school in making strong temperance men and women out of the children of our schools.

the book. If the book is in the hands of a wine bibber, there will be little done in the way of impressing the lessons on the minds of the pupils; but in the hands of one who knows and feels deeply the evil effects of strong drink upon his race, there will not be lost an opportunity to teach lasting lessons.

Let the teachers everywhere do work for the race on this score and save the boys who are fast becoming victims of strong drink, and consequently wrecks of a once promising manhood.

(12) *Self Control* is an element which has to be tempered early in life when the babe lies kicking and screaming in the cradle. This is an element which is hereditary, as it will show its outcroppings all along the line in the family history. If the father or mother is given to fits of temper, if either or both of them has a peculiar turn of mind, or if there is any fixed characteristic in the family life, this special mark may assert itself at any time.

It has been our special privilege to watch the appearance of some family mark, if we may call it such, in some member or members of a well known family, during our work among children, and we have never been disappointed in our search, for irritability or impatience, or fits of anger which we knew to be the family characteristic, the only thing to be done was to put under severe test the individual of the family, and we would not have to wait very long before the signs appeared—sometimes in mutterings, sometimes in "flashes of lightning;" giving vent to inward eruptions. The point which we wish to bring out is that self control is sometimes a family characteristic, and that sometimes it is not a family characteristic.

When the teacher finds that the child is irritable, given to fits of temper, or is abnormal in any other ways, he should be patient and take his chances to teach a lesson of self control. It is the teacher's task, however flagrant the case may be, and, fortunate is the teacher that has the aptitude and power of application to seize the many opportunities which present themselves in his daily work, and use them in making rough ways smooth and leveling down hilly places in the life of his pupils.

Self control is a rare element in the character of many of our pupils, and indeed, it may be said with equal truth that it is rare in the life of many of our teachers. But because it is rare, does not argue the fact that it should not be cultivated, for diamonds and rubies are rare, but on account of their worth, many thousands of people are at work digging for them, and find them by the millions.

One example will illustrate this subject.

It is said of Roger Sherman that once upon a time when he was

wont to call his family to morning prayer and engaged in reading the Bible, his aged mother, his wife and the little prattling babe were in their accustomed places around the family board. While Mr. Sherman read his Bible, his little prattling child tottered over to him and began playing with the leaves of the Bible, when the father lightly tapped the little fellow on the face in order to be permitted to proceed reading, whereupon his aged mother moved over to him and gave him a fearful blow in the face with the injunction, "You hit your child, and I shall hit mine."

The sudden blow in the face stunned Mr. Sherman, and the blood rushed to his face, showing the confusion and shock which this unkind and unforewarned attack had given him. But in this hour of trial there was summoned to his command by aid of the Holy Spirit, all of the Christian courage and fortitude for which he had long prayed, and without saying one word, he turned to his Bible and finished the reading, and knelt down in prayer to God with all the fervor of the devoted soul. He was soon strengthened by the Holy Spirit which came, in this hour of trial and self control, to his aid, giving him solace and forbearance.

Teachers sometimes give evidence of bad temper which has not been trained to the point of self control, and suffer the consequences which always follow the irrational and ill tempered.

The disposition of children ought to be watched by parents and teachers and treated with much care while they are under training, for it will be too late to try to change them after they are grown.

(13). That Negro children, as a rule, are kindly disposed to their fellows, is commonly admitted, but it is not commonly admitted that they are *true in their friendships*. No race, of all the races of mankind, is given to friendly companionship more so than is true of the Negro, and no race is as easily won over by attestations of loving kindness. It is a question whether these characteristics are sustained by true loyalty among the individuals of the race, for these are multifarious evidences of racial weakness along this line which would not bear investigation.

The youth, therefore, should be taught to be kind to his fellows, even to his enemies. Kindness is a virtue and should be cultivated in the young as well as any other good attribute. Some children are naturally kind, while others are naturally cruel, even to the lower animals.

Teachers should not lose an opportunity to teach lessons of kindness, while the child is under training, in order that when it is old, it will not depart from them. As a rule, children who are

kindly disposed to their associates, are kind to brutes, and vice versa.

Lessons of kind treatment to animals at school, will result in tempering and mellowing this natural disposition in children, if the teacher is apt and constant in her training. The teacher's duty in this connection, is only a supplement of the parents' duty at home. When the child enters school, it ought to come with a stock of information about how to treat its playmates; how to treat the family horse, or the old milch cow, or little birds that build their nests in the orchard, or the little chicks that play in the yard.

That children who show a disposition to be cruel to animals are of a "blood-thirsty" turn of mind, and develop into the criminal class, has been argued by many people who are studying the question of animal treatment.

It is said that a child that will persist in disregarding the rights of its companions, that will mistreat its own pet animals, that will kill the old bird and break up the nests in the orchard, will develop into a criminal. In other words, we see signs of murder in the life of a child that cannot be taught to be kind to animals.

It is very important, therefore, that parents and teachers do their best work in the early years of the child's life.

Summary—

1—Negro children, as a rule, are kindly disposed.
2—Is the characteristic sustained by true loyalty?
3—Kindness as a virtue, should be taught the young.
4—Teachers should not lose an opportunity to teach lessons of kindness to pupils.
5—Lessons of kind treatment to animals should be impressed at school.
6—Teacher supplements the parents' duty.
7—When the child enters school, it ought to have a stock of information, etc.
8—Children that are "blood-thirsty."
9—Signs of murder.

(14). The capstone of all the attributes which fit man for society and lift him above the brute creation, is the one known as *politeness*.

Kindness and politeness are twin sisters, for one can hardly exist without the other.

Teach the child at home to be polite to his parents and to elders, and it becomes second nature to him. It does not cost anything to be polite, but very often it wins for the possessor much fortune.

"Good morning, sir;" "Good evening, miss;" "I thank you, sir;" "If you please;" are greetings which the ordinary child should have in store for use at home, at school and along the streets, as it comes in contact with the people.

As a rule, our children are not taught politeness, not even to old people.

We say again, politeness costs nothing save a little training, but it sometimes brings splendid results. A man advertised once for a boy, but in doing so, he thought to say, "Wanted an industrious and polité boy. Apply in person to the office of Johnson and Brothers, No. 750 10th St., City." In a few days there were six boys one morning sitting in the office of Mr. Johnson when he entered, who upon entering saluted the boys thus: "Good morning boys. How are you all?" He noticed that five of the number remained sitting as he greeted them, and simply said, "Good morning," while one of the six arose, and very politely said, "Good morning, Mr. Johnson; how is your health?" to which boy Mr. Johnson extended his hand and gave a hearty shake. He then engaged in conversation with each of these boys in order to find out for himself, if possible, the home training. He had not gone very far with his test before he found that the boy that first greeted him so politely, was the only boy that could look him in the face and talk with any degree of intelligence, and was the only one that impressed him that his mother had given him the proper start in life. This boy was, therefore, employed and the others excused.

The little boy should be taught at home and in school, to raise his hat to the women, which in itself bears the stamp of proper home training.

The God of heaven is pleased with the young, when they show the proper respect to the aged, as was evidenced in the case of Elisha in the Bible, when He caused a bear to come out of the woods and tear fifty children to pieces because they mocked His servant, Elisha.

Many of our children are guilty of the similar offence, but God withholds his vengeance. We should teach the child to revere and honor the aged as well as their parents, that their days may be long upon the land which the Lord their God giveth them.

(15). *Gentleness* in speech and manners is a characteristic wanting, of course, in a savage. A want of true culture shows itself in one's manner of speech or of action. Some people try to assume dignity or culture, but such persons remind you of the country man who comes to town and tries to act as the city people act. He finds himself in an awkward position in somebody's else clothes which never fit.

Children should be taught at home by their parents how to be gentle in their manners and courteous in their conduct. Much depends upon their home training in this regard, for whatever the mother is, the child will be also.

We need, first of all, an educated and gentle mother and she will give us gentle children. A loud-mouthed, boisterous, noisy child, indicates the kind of training the home has given, or the kind of training that the home has allowed the child to contract which in itself reflects credit or discredit upon the home training. It does not suffice for mother to say, "I did not teach that child such manners," for she is responsible for it all the same.

Of course, in the case of our ante-bellum mothers, or the mother whose condition has prevented the possibility of any self culture through the medium of schooling or otherwise, the responsibility rests lightly, and the thousands of children of such parents in our race are unfortunate, to say the least, to be born in ignorance and reared under such conditions in this country. There are thousands of children, we say, in this country, whose home training has been little or nothing, on account of the poverty or ignorance, or both, of the parents, and the child cannot go above its environments. To say that nobody is responsible for this condition, is to say that nobody is responsible for the ignorance of the Negro in this country, since he was brought here from his native home in Africa centuries ago, in a savage state. He was brought to this country from his native home years ago, in a savage state, and sold into slavery, but who is responsible for his ignorance now, is a question which might be referred to the debating club to settle.

It is not this question which we would discuss here, but it is Who is responsible, now, for the present "crop" of children? This question is easily answered, and every mother should answer it for herself.

The mother in the home with the babe on her lap, should commence this training in manners and gentleness, and the teacher should take it up at seven, when the child enters for the first time, and thus the work carried on at home and at school in this way, will make of any ordinary child, a well behaved and evenly balanced child.

There is no reason for Negro children to be so noisy, and ill-bred, only in the fact that the training is at fault. The Bible saying, "Train up a child in the way it should go: and when it is old, it will not depart from it," is good always, and applies to home training first of all Let it be understood, then, that the home is the center from which must be commenced early, a training never ceasing in its efforts, and ever widening in its process, as long as the child is under the influence of that institution.

Summary—

1—What to teach the Negro child.
2—Some specific lessons.
3—Some critics.
4—Lessons in morals.
5—The ladder of fame: (1) Honesty. (2) Obedience. (3) Truthfulness. (4) Love of parents. (5) Gratitude. (6) Honor. (7) Fidelity. (8) Good manners. (9) Courage. (10) Cleanliness. (11) Temperance. (12) Self control. (13) Kindness to others. (14) Politeness. (15) Gentleness.

(d). TREATMENT OF THE INDIVIDUAL.

That children have rights which parents and teachers ought to respect, all will admit. The difficulty comes in where these rights are not respected. Parents and teachers are so liable to forget that children have any rights that need be respected, and thus they usurp every vestige to themselves, leaving the child robbed of all that is his, and convinced that he has been wronged.

Children are little men and women, and should be treated so at home and at school. They have rights in the home, around the fireside, at the table, at school, which their parents and teachers should delegate to them without reservation, and they should be taken into the confidence of parents and teachers early in the transaction, in order that their relation may be seen and their duty understood. Mothers should make their girls their confidential companions, and they should be made to feel that whatever is right, mother knows, and whatever is wrong, mother will point it out.

As a general rule, our children are not confided in, nor are they taught early how to shun the pitfalls of vice and immorality which surround them early in life. So many of our girls and boys are turned loose at fourteen and fifteen years of age, to go at will where they soon learn how to choose the bad and shun the good. There is no reason in the world for the multitude of children turned loose upon our streets, as is the case in this country.

We can account for it only in the light of the argument that parents do not give themselves to the proper training of children, and that instead of doing their duty as parents to their offspring, they shirk the responsibility and allow the children to grow up in vice and dirt and back alley garbage, which they prey upon around our towns.

That Negro children need the same careful training as is given to children of other races, goes without question, if you are to make strong men and women of the race; that our homes need in

them the same careful and tender mother, ever mindful of their duty to the young, and ever vigilant as to their obligations and responsibilities, goes also without contradiction; but that we need much improvement along this score, does not take an eagle's eye to descry.

Parents in the homes must so treat the children at home that they will grow in love for home and all that homes comprehend. The treatment of children at school, too, is a subject to which many teachers give but little attention and about which they are not much concerned, notwithstanding they are making teaching their life's calling, and are handling children daily.

This goes to say that many people are engaged in a vocation during a lifetime, and finally die in the service, but die without ever having learned very much about the thing they have been doing all their days.

That a blacksmith should work on iron for twenty-five years and not be able to tell the quality of iron, is to say that such a man was a machine in the hands of a hammer, rather than a man with a hammer. That a farmer who tills the soil for twenty years and grows various crops, is not conversant with the producing qualities of soil, is to say that such a farmer was a plowing machine with no thought of how the crops came, or whither the crops were going.

So the teacher that handles the minds of the young for many years, should be a student of child study at least, and should be better prepared than anybody else to discourse on various kinds of children and their adaptability, inclinations and capabilities, etc. The treatment of children, therefore, is a vital subject for the teacher to handle, and each one engaged in this field should be armed with information to give out along this line.

The point we wish to impress here, is that teachers as well as parents, should be prepared on this subject and should be wide awake to the demands of their profession.

Let it be understood that life is too short to have the youth of the race in the hands of mothers who don't know how to give them the first lessons of preparation to commence this short life, and that teachers who do not know where to commence the training in the schoolroom—where the home leaves off, and who have no conception of the complex nature of the growth of the child which is consigned to their care in the schoolroom, are themselves among the back numbers.

Summary—

1—Children have rights which need be respected.

2—Mothers should make their girls their companions.

3—As a rule, children are not confided in—they are turned loose too early, and we can account for it only in one way.

4—The treatment of children in home and school.

5—People live and die without knowing their subject.

6—The blacksmith, farmer and teacher.

7—The treatment of children should be a subject which teachers, as well as parents, should understand.

8—Life is too short for mothers to be ignorant of their duty to the young.

(e). INCENTIVES TO STUDY.

Some school men would divide school incentives into two classes called Artificial Incentives and Natural Incentives.

We shall discuss this topic under these two captions, without any attempt to follow the outline of such authors as Mr. E. E. White, who is very exhaustive on this subject.

The question often arises, "What has the Negro child to inspire it to study? Should that child be stimulated with the same incentives which inspire the Caucasian child in this country?" We shall discuss this topic, in the main, with a view to making a general application of all incentives to any race, but shall hope to make some specific references to the Negro child.

Mr. White has given much space to this one topic, and outlines Natural Incentives into the "Royal Nine." We do not intend here, to discuss in detail the incentives as the old school men have done, but we do intend to follow up a line of thought purely our own on this topic, and hope to be able to make clear our point and aid someone who may desire light on this subject.

For convenience let us discuss the subject, Artificial and Natural Incentives, as has been done by such authors as Mr. White, from whom we have freely quoted, and to whom we have often referred.

(1). Artificial incentives are those which are offered by the teacher for encouraging the student to study, therefore, they are called artificial. Teachers are divided in their opinion as to the nature and extent of these inducements, and many of them are wide apart in their application of them. Some would not offer any inducement for study, other than their daily talk to pupils to encourage them to study. Others would go to the other extreme by offering any form of incentives which will induce pupils to do their best.

There is another class of persons who are advocates of giving inducements to smaller children and none to older ones; and still another class who would confine their inducements to older pupils who can appreciate them. We wish to take the middle ground

and offer our opinion as to the class of incentives which we would use among the young to induce them to study.

To say that no incentive should be offered in the schoolroom, is to say that the teacher is never to hold out to primary or advanced pupils any stimulant or anything that would induce him to greater exertion, but that the pupil must get out of his studies, a love for study without the aid of the teacher.

The horse on the track needs spurs to induce him to greater exertion. The great runners that win in the races are spurred on and urged on at every step of the way by the rider, and nothing is left undone which will force the animal to go to the front and stay there, once he is there.

The custom of some teachers to buy presents for small children should not be looked on with favor, for the reason that it may create petty jealousies among pupils and extend to the parents, often to the detriment of the teacher's good intentions and his influences. Giving books or pictures or any form of such inducements is questionable, and for many reasons should not be used in the schoolroom.

Prizes given to smaller children have also the same objection. But this form of inducement to advanced pupils cannot meet the same objection, since older pupils can more easily withstand and overcome the temptation to be envious and jealous of one another.

Even this form of incentives should not be used simply for making pupils study. That they should be given with great caution, is the stamp that we would put upon them in the way of encouraging their use. We believe that their use in the hands of a skilful teacher is inducive to some good results. The offer of a prize for the best oration among advanced pupils, will spur them to greater efforts sometimes and thereby get out of them what the rider gets out of the horse spurred on to greater exertions. Education comes by effort, by continual exertion, and if the inducement to study will secure the desired result, it is worth the while to get the result.

The offer of prizes by the best Colleges and Universities for the best Essay, or the best Oration, or the best English production, or the best Latin or Greek translation, can only produce good results from students who have been spurred on to do their best. Some would hold that even the best efforts of such students are superficial and without permanent results.

We have observed in this connection, some splendid accomplishments from students in these annual contests, some results which were permanent in the education and training of these students. When a student is encouraged to do his best, and does it—though

in a contest for a prize—the effect of the exertion is the same as if prompted by natural inclinations. The object of education is to know, and if the pupil is induced to exert himself along certain lines till he comes to know, we have accomplished the task of educating.

This argument, of course, does not attempt to explain away the motive behind the action. The motive may be selfish, or it may be superficial, but the result is good.

Immunities from study is open for objections, also, but we are convinced that this form of inducement has more preferable features than the custom of giving prizes. Some teachers hold that the exemption of pupils from examinations as a reward for study, is an evil or may be regarded as an evil, since the exemption comes as a reward for study.

If a student makes 96 per cent in his standing and is exempted from the term examinations, why consider the motive in exempting the pupil? The pupil made the required standing and is not subjected to examinations, and this alone should be the prime consideration. In this case as in the former one, we see the results which the teacher is aiming at all the time. We do not mean, however, to imply that we are aiming at results and will accept them, even though they are acquired by fraudulent means. Not this! But we hold that results which come by honest effort stimulated by hope of final reward, is sufficient effort to get permanent results.

Is there any effort worth while but that which comes with hope of reward? What causes the farmer to rise early and tarry long on his growing crop? What causes the merchant to stand over his counter constantly? In fact, what causes the Christian to pray and work and hope? Is it not for the reward which comes to the faithful and ever persistent soul?

Immunities from tasks in the schoolroom often assist the teacher to hold his pupils to the work assigned without having to watch them, since the pupil has the inspiration needed.

What we have said here has been with a view to emphasize our opinion formed from years of experience. There are objections which can be offered to all that has been said on these points, but that is true of any discussion. We have discussed Artificial incentives, and now shall notice Natural incentives.

(2). Under this topic someone has selected "Royal Nine," which we do not intend to discuss in this connection, but we shall hope to camp on our own ground and survey our own field.

As mentioned in the beginning of this topic, someone has said that the Negro child has not the same incentives to study that the white child has in this country. But let us survey the field and

see what inducement is held out to the children of this country regardless of race or previous conditions, and let us see what peculiar incentives are held out to the Negro child.

It is said that God created all men equal. Or, putting it in another's words, "Out of one blood has God created all men and set their limitations on the face of Mother Earth." Each child as it comes into the world is commissioned by Nature to be whatever its circumstances and conditions in life will allow, and to work out its own salvation by the sweat of its own brow. Each child, as it is born into the world, is surrounded by an environment over which it has no control. If the environment is impoverished and the family happens to be a member of an unfortunate race—if being born in humble circumstances is unfortunate—there is no way for such a child to extricate itself out of this condition, save in obedience to the command to work its way to fortune by dent of effort. The Negro child, therefore, has been commissioned by Nature to commence life on an equal footing with all other children.

It so happens that Nature destined one thing, and environment another. This is to say that Nature limits the destiny of every child the same, but every child is circumscribed in its life by the environment in which it finds itself when it opens its eyes. What incentives are held out to these children as they open their eyes and commence to work on the commission given them by Nature?

God has decreed "in the sweat of thy brow shalt thou eat bread all the days of thy life," and in obedience to this command these children begin life. Riches and honor, wealth and fame await that child that is so fortunate as to be able to work out a fortune from its environment.

Some children find themselves endowed with an inheritance bequeathed to them by a rich ancestry. Such children are the fortunate ones which need not obey the command to work, since their bread has been made and their bounty fixed. Few children commence life under such favorable circumstances, but the masses commence life digging for bread according to Nature's commands. The Negro child belongs to the masses which must obey the divine injunction. Out of the masses may come children which by dint of effort force their way into the class of wealth and honor.

Equal honors are held out to this class of children and the humblest child in the republic may rise by his own efforts to the highest place of wealth and fame.

While Nature holds every child to one destiny, the Negro child in this country finds itself bound by an environment out of which

it is almost impossible for it to rise. This is to say, that the inducements held out to the Negro child are not the same as those held out to other children whose fortunes are wrung out of their environment. Nature is generous to every child regardless of condition, but home environments, social castes, political privileges all act to circumscribe the bounds of the Negro child to such extent as to make the inducements held out to this child limited in their extent and proscribed in their application.

The teacher, notwithstanding these social and economic conditions over which he has no control, should use every means to inspire the Negro children under his charge with higher ideals of life, with love for virtue, for honesty, for truthfulness, for sobriety, and for those attributes of character which have made great men and women of all races. The teacher in the school should encourage the Negro children to endeavor to extricate themselves and their race from the thraldom of ignorance and make a place for themselves among the races of mankind. The teacher should inspire the children under his charge to imitate the examples of other races that make their great men and their great women their models.

Hold up as incentives the attributes of great characters in the life of individuals as follows:

(1) Good scholarship, because it will do for the student what it has done for others who have made themselves great scholars.

(2) High standing, because it will enable them to lead their class with honor to themselves and family.

(3) The pleasure it brings to their family because of their standing.

(4) Wealth and honor which education may acquire.

(5) A great name, which comes to the faithful student who works his way to fame.

(6) In the life of George Washington and Lincoln who won fame from the jaws of obscurity and poverty.

(7) In the life of Fred Douglass who was a slave, but who plucked fame from the uncultured brain of a poor Negro.

(8) From the life of Booker T. Washington, whose only heritage was fifty (50) cents when he entered school.

(9) From many of the Negro farmers who have made fortunes on the farms by dint of effort.

(10) From the lives of noble women of the race who have risen to honorable distinction by hard labor and virtuous living.

(11) The approval of a good conscience of having done right.

(12) The approval of our Heavenly Father.

Summary—School Incentives—

1—Some school men divide Incentives into two classes.
2—The question arises as to the Negro child.
3—The "Royal Nine" by Mr. White.
4—A discussion of the purpose of incentives.
5—The horse on the track.
6—Buying presents by some teachers.
7—Prizes to small children.
8—Their use in the hands of skilful teachers.
9—Should not be used simply to make pupils study, but to get results as the rider gets results.
10—The use of prizes by colleges and universities.
11—Our observation for years.
12—Stimulated to do the best, is education.
13—Does not explain away the motive.
14—Immunities from duties.
15—A student makes 96 per cent and is exempt.
16—Are there any efforts but that come with hope of reward?
17—Often relieves the teacher by holding the pupil to study.
18—What is said is with a view to giving our long experience.
19—Natural incentives—The distinction between black and white children.
20—God created all men equal.
21—Every child comes into the world commissioned by Nature and surrounded by environment.
22—What incentives are held out to the children of every race when they open their eyes?
23—God has decreed, etc.
24—Some child works its way to riches and honor; some have inheritance.
25—The Negro child belongs to the masses, and there may come great men.
26—Nature holds out equal honors to all, but environment proscribes.
27—Teacher should inspire the child with higher ideals of life, love for honesty, truthfulness, sobriety; should encourage child to extricate himself from ignorance and make a place for himself and race.
28—Some imitate the example of other races—the models of the great men and women.
29—Hold up as incentives: good scholarship, high standing, the pleasure to family, a great name, life of Washington and Lincoln, life of Fred Douglass, life of Booker T. Washington, lives of many

Negro farmers and lives of many other noble men and women of the Negro race, the approval of conscience.

30—The approval of our Heavenly Father.

VII. CORPORAL PUNISHMENT.

(a). ITS USE.

(b). ITS ABUSE.

That corporal punishment has had its day in the schoolroom and is now considered one of the relics of the past, is a fact that the student of present day schoolroom methods will not deny.

It is one of the signs of a monstrous oligarchy which once held sway over the minds of men, but whose kingdom has now been over-run by the advancing army of a progressive insurgency and whose remaining vestige is but the reflection of a departed glory.

There are many reforms in progress in these times, and the minds of school men are never at rest as to the best method of procedure in the training and education of the young. Men differ as to the best method of getting results; and many of the school men have always held to the idea that corporal punishment in the schoolroom is still the surest way to secure obedience from the child and establish respect for authority.

Much has been written and said about methods of punishment in the school room by men who have made teaching and training children their life's work; such men as White, Page, McMurray, Baldwin, Thompkin, Dinsmore, and a host of others, but none of them has offered a universal remedy—a panacea for the ills of the teachers and all the bad children.

Children differ in their disposition and temperament as widely as men and women differ. What would suit the fancy of one man would not suit another, and what will suit one child will not suit another. This is to say that what will make one child obey will only irritate another. Some children can be treated like some horses—kindly and considerately—while others must be treated with firmness and sometimes without consideration.

Some horses are so sensitive and high-spirited that they never allow their drivers to use a whip to move them. They make it a point to watch the driver to see when he attempts to use the whip; then at once bound away so speedily as to make the use of the whip absolutely unnecessary and sometimes absolutely worthless in the hands of the driver. The driver, therefore, decides to dispense with the whip and leave the moving with the animal.

Thus it has been in all generations of the world with children.

Some do not need the birch and would not receive it from the hands of a teacher, while others are so constructed that they do not care very much about the birch. If it is administered to them they take it as a matter of fact and make no effort to prevent its being administered to them.

What we have said here is to make it clear that the nature of children, during all times, has been such that some of them have to be coerced and some of them do not need coercion.

The old teacher under the old system of education, made use of the birch as a means of securing better results in books and in school management. There was no appeal from the birch if the pupil failed to get his lessons and failed to obey authority.

With the book in one hand and the birch in the other, the pedagogue of fifty years ago called out his class in "A, B, C's," or in "ba's" or in "ha's" or in "baker," and for every letter or word missed the pupil received a cut upon his back, or upon his hands, or over his head.

We say there was no appeal from the birch. It was lesson or the birch, or it was implicit obedience or the birch was called in to know the reason why. Mr. E. E. White in his School Management gives three ends of punishment as (1) "To reform the wrong-doing; (2) to deter others from doing wrong; (3) to condemn wrong-doing."

We wish to make a passing comment on these points by Mr. White, not with a hope of drawing out some new thought, but rather to give our viewpoint of them and thus add our note to what a great school master has said.

(1). In our long experience in the schoolroom with wrong-doers, we have seen very few reformed by corporal punishment. If by reformation, here, is meant complete change of heart or purpose, we have seen few reformed.

True, this is, or should be the purpose of the administration or infliction. But in nine-tenths of all the cases, true reformation is wanting. In most cases there is a check or superficial determination on the part of the offender not to repeat the act which caused him or her pain; but this determination is not permanent, as may be seen in the inclination on the part of many to repeat the act at the first opportunity.

Corporal punishment which gives pain to the offender, usually leaves in the mind of the individual revenge, vindictiveness, and a disposition of obstinacy. This is true even in the case of small children when their parents are the ones who inflict the punishment. Some cases, of course, are the exceptions—where children repent when they are punished and resolve in their minds never to repeat the offense.

The point we wish here to emphasize is that in our experience, corporal punishment very rarely completely reforms the offender. It may be argued therefore, since there is a question as to whether it reforms the offender, why administer it at all? We will express our thoughts on this point more fully as we shall discuss the topic hereafter.

(2). Since corporal punishment inflicts pain, and since pain is offensive to every individual, it does act in a way to deter from wrong-doing. When one boy sees another whipped, it does have the effect on his mind to deter him from doing the same thing which caused pain to his school-mate. He reasons that if they whipped John, they will whip me for the same offense

But is it the right kind of prevention to frighten a child to make him obey authority? This kind of restraint may be compared to a pent up volcano which is only seeking a vent in the earth to break through and throw its powerful accumulations over acres of the surrounding country. Give the pupil a chance—or, in other words, make corporal punishment a common resort—and pupils soon become used to it and will have little or no dread of it.

(3). The question is, does it permanently deter? It does put the seal of condemnation upon wrong-doing, but does it give the proper kind of seal? Does it not give the same kind of seal to offenses as it had upon the minds of the common criminals when they are arrested, put in jail, etc.? It may deter some from doing crime, but it does not deter all; for crime is being committed daily in the face of the fact that men are being punished all the time for their crime.

Condemning wrong does not prevent others from doing wrong. It may prevent some from doing wrong, but others it would not effect.

We have made these leading observations at the beginning of this topic with a view of dissenting somewhat from the general accepted discussion on these points; and now shall enter into the subject as outlined, with the view of giving our long experience for the benefit of those who may chance to read it.

The use of corporal punishment in the schoolroom as a corrective, runs parallel with the system of education in all ages and in all countries of the world. The minds of men do not run to the contrary when the birch was not called in to do service with the suitable candidate suspended between the heavens and the earth, and his appendages made ready with the necessary preparations.

The birch, therefore, has come down to us from the misty past; and notwithstanding methods and management come and go; books and doctrines have become obsolete, nothing has ever come to completely change this custom.

Boards of education, superintendents and principals of schools all over this country have differed among themselves as to the application of this custom, and States have discussed the matter with a view of discontinuing it in the schools; but after all, the resolutions and enactments have passed and everybody settled down to the final analysis, the birch is called for and the offender given the same dose which the fathers of the ages have prescribed.

The objection offered by many of the school people to the continued use of corporal punishment in school, is that it is a relic of bygone days, and is not in keeping with present day methods. As indicated above its use in the schoolroom has never been entirely dispensed with and—notwithstanding its condemnation by many of the school authorities—it seems impossible to find a substitute for it.

In our own experience we have seen the birch come and go. It simply means that nothing can take the place of impressions made upon the person of the individual with a birch when that impression is made for the purpose of maintaining authority.

Some people argue that moral persuasion is more humane and most effective in accomplishing the ends desired. But how many advocates of moral persuasion have succeeded so well that they have entirely dispensed with the birch? How many of these people have become so thoroughly convinced by their experience that they now advocate moral suasion in place of the old custom?

We have lived two generations, and tried the old and the new kinds of correctives. We have seen a time when we were great advocates of corporal punishment, and were not only advocating but demonstrating daily in a practical way, its efficiency on the personality of the offenders; and have watched the success of teachers under our charge who have been advocates of both methods, and being thus armed with this varied information, we are prepared to say that we advocate the moderate use of both methods. In other words, as we pointed out in the beginning of this chapter, some children must be given the birch before they will obey authority, and some can be moved by moral suasion. The teacher should be wise enough to select the pupils and the proper remedy for each case.

The teacher that flogs his pupils at the least provocation is indiscreet, to say the least. To call a boy up before the school and have him partially disrobe himself and flogged before the school because he missed his lesson or broke some rule of school, may have been good government by some of the old-timers, but it is not good government now, any more than the shotgun policy is good government in Texas in time of small-pox epidemic. It is better to suit the remedy to the case. We believe corporal pun-

ishment should be given in flagrant cases when all else has failed, and when persuasion is out of place. It is our opinion that corporal punishment is abused when administered (1) to get results out of the textbook; (2) indiscriminately on pupils without regard to the nature of the offense; (3) out of revenge, or to get even with a student; (4) when moral persuasion or milder means will secure the same ends.

As a rule, the inexperienced teacher resorts to corporal punishment to cover his shortcomings. What we mean here, is that the teacher in the schoolroom is seen through his management or mismanagement of the children under his charge. If he or she is tactful and skilful in the management and control, there will be little or no trouble or rubbing in the government; but if, on the contrary, there is no tact nor skill in the management, the teacher will be seen through the kind of government which he sets up. The teacher in the meantime sees himself failing in the management, and attempts to improve by the means of the floggings and scoldings and occasionally a "bawling out" of the whole school.

We are not advocating the policy of no corporal punishment, for we have already made it plain that this policy has never been supported by the facts sufficient to put it upon a permanent basis; but we do maintain that the time has come when teachers should "study war no more," and that in many cases, prudence mixed with common sense, there needs be no corporal punishments. Let us here give examples of some cases to assist us in making plain our view on this point.

In a certain schoolroom we have seen the teacher handle a case thus: A pupil is threatened by the teacher to be whipped if he comes to school next day without committing to memory ten verses of poetry to be recited to the class as a punishment for failure on the part of the student to get his lessons. The student goes home and undertakes the task assigned him by his teacher, but having a poor memory, he comes to school next morning without his task having been completed. The teacher to keep his word, gives the student a severe flogging, makes another promise and sends the student back with his task increased to fifteen verses.

This is poor training on the part of the teacher, we think. If the task had to be assigned, why make a threat to flog the pupil? Why not give other inducements to the pupil to learn his verses? Why not point to some of the good results of learning his lessons, and inspire him to action in that way?

Another pupil is flogged by the teacher because he communicated with his seat-mate without permission from the teacher. Why not shift the student from his seat-mate or move the cause and not flog the pupil without spending some time to teach a lesson which

the pupil may not have had taught him before? With every offense committed by the student, comes the opportunity to teach a lesson of morals or practical living.

A pupil tells a lie about the theft of a pen from his seat-mate, and is called up by the teacher and given a severe flogging without any attempt on the part of that teacher to take the opportunity to teach the pupil evils of lying and the good effects of not lying.

These are examples of a want of foresight or forethought on the part of the teacher, and are sufficient to make clear our point.

Summary:—

1—The day of corporal punishment.
2—Reformers.
3—Men who have written about corporal punishment.
4—Children differ in disposition as men differ.
5—Horses differ and children.
6—The old teacher with birch in hand.
7—Mr. White's three ends the argument for and against each.
8— The birch has come down to us from the misty past.
9—Board of Education, etc.
10— In two generations, and have tried both methods.
11—Teacher should select the pupil and the remedy.
12—To call up a pupil and have him pull his coat, etc.
13—When corporal punishment should be given.
14—When it is abused.
15—The inexperienced teacher resorts to it.
16—We do not advocate no corporal punishment.
17—In a certain schoolroom how administered.
18—Why not change the pupil, etc.
19—With every offense comes the opportunity for instruction.

VIII. DISCIPLINE.

(a) The discipline of a school depends entirely upon the character of the teaching force. The discipline of an army depends upon the character of the officers employed. The soldiers' efficiency in military tactics cannot be judged apart from their trainers. Indeed, we see in the soldiers' skill and daring, the efficiency of the general. So with the pupil and teacher.

The pupils are under discipline from the time they enter school at six years old, until they come out of college at eighteen or twenty. The character of the training is seen in the life of the grown-up man or woman. It can hardly be held, however, that

all students are true representatives of their teachers, any more so than it can be held that all soldiers are true representatives of their generals, or that all children are true representatives of their parents. Sometimes soldiers train for many years and leave the army without having learned the tactics which their generals at tempted to train into them.

It is true also of children under correct training of a parent. Sometimes a child shows no signs of the careful hand of its parents, though the training by that family has been of the most specific and painstaking. But while we should have room for exceptional cases, the rule will hold good, in the main, that like teacher like pupil.

The training of children at school depends very much upon the training which they have received at home. If that home training has been exact and the child has learned at home to obey orders, the discipline at school will be comparatively easy. This is to say, that such a pupil finds it easy to obey the commands of the teacher when he realizes that the school has commenced where home left off.

In our experience with children of our race, we find a large class of children in our schools whose home training is only negative, and whose tendencies are ever antagonistic to authority. The child is not to blame for its abnormal tendencies, for nature disposes one to abnormality when not under proper restraint. Many of these children have no parents to care for them, but are trying to come up under the careless guardianship of someone disposed to stand as their guardians, but who have never assumed control over these children nor undertaken to train them.

In this connection, we wish to sound the note of alarm and send it down the line to the parents and guardians of the children of the race, to the end that they may wake up to the great responsibility of training the young. The children that crowd our public schools are in great need of the proper kind of training, which need shows itself in resistance to authority, in habits of loafing, of quitting school before they have attained any scholarship, of indolence and a lack of the power to think upon anything serious.

There is much said and written about the training of children at school, but we are in position to say what we know through long years of personal management of children, that the home must get on the ground floor in this business of child training; if not, there is not much effective progress made in the schoolroom by the teacher. The teacher can only muddy the stream that flows from the fountain much higher than the schoolhouse.

What can the teacher do with a fifteen year old girl who is disposed by home indulgences to have what she wants, say what she

pleases, go where she wishes, come when she has nowhere else to go, and does service when she is not lazy? Or what can be expected of a teacher in the training of a boy who has been taught to smoke and chew tobacco at home by lighting his father's pipe, or first sampling the plug of tobacco which he brought from the store for father, or who has been allowed to run wild over the town all day and part of the night, uses all the curse words employed by Webster, has learned all the slang and obscene language dropped on the streets by the leaders of vulgarity? The training of such children, as a rule, in the schoolroom, is like washing the hair from a hog's back by pouring on water.

While the task is a prodigious one from which results are not as large as one desires, it is worth while, perhaps, that work be done on them by schools of the land. Were it not for the hope of educating and training these urchins, were it not for the saving of some of them by the teachers, the race would suffer fearful comparison with other races.

Discipline at school consists of many things which must be said over and over a thousand times in the life of a pupil, and the teacher must be very persistent if he would succeed. Be polite in your conduct, be kind to your playmates, study your lessons, don't quarrel, don't fight, don't sit in cramped position, walk uprightly, stand erect, don't frown, don't lie, don't steal, don't fret, don't shirk, don't play, and a hundred and fifty other commands are given each day, and the teacher, to do any good, must make each command with equal emphasis. He must not appear to tire, nor must he be jesting.

We intimated above that it is time for an alarm to be sounded and heralded down the line to all members of the race interested in the training and education of the young; and we desire here to repeat this alarm with double emphasis, in regard to the training of the Negro boy. This subject is attracting the attention of lovers of race progress, and is giving much concern to every parent that hopes to see his off-spring started off in life in the right direction. "Where is my boy to-night?" is sounding in the hearts of thousands of mothers of the race, who in reality cannot tell where is that ten year old boy that is wandering up and down the earth seeking whom he may devour.

Our public speakers are at work on this subject in church and on the rostrum, but the real core has not been reached. The boy is still at large, and little or no training is being done to save him from the consequences of debauchery and shame. It is said that a chain is no stronger than its weakest link. We say, too, that no race is stronger than its weakest point. The strongest point in the growth and structure of a race, is in its men. If there are

strong men, full of virtue and all of the attributes which combine to make racial greatness, then we call such a race great; but if, on the contrary, such a race has a growth of men who are not given to virtue, not following after those things which tend to make men great, then we say such a race is destined to be weak, since it cannot be stronger than its weakest point. It stands to reason, therefore, that the race which hopes to survive in the struggle of life, must train its men in those attributes which give power of mental development.

The Negro boy must be trained at home on his mother's knee, to love virtue and to eschew those things which tend to weaken mentality. The Negro boy must be nursed by a virtuous mother who will train and inspire the son to follow the examples of the heroes who have gone before and left their footprints on the sands of time.

We appeal to mothers and fathers to awake in this matter of training, and save the wandering boy from the streets and places of debauchery in our cities; lead these boys to the Sunday Schools where they may be trained in the Bible, to love those virtues which tend to ennoble men and prepare them for usefulness in this life, and for immortality in the life to come; lead the Negro boy away from the dens of shame and the haunts of vice to the church where the Gospel of the Son of God is preached, where the principles of Christianity can be early taught and where this pure influence can shape his life for service in the church and society; lead the boy from the influence of whiskey and strong drink, which is the curse of the race, to those habits of living which will make strong characters out of weaklings; lead the boy from gambling and Sabbath-breaking to habits of thrift and industry, in order that he may be prepared to meet the stern realities in the great struggle of life.

Finally, lead the boy to love education and hold up to him the examples of Washington, Lincoln, Fred Douglass, Booker T. Washington and Toussaint L'Overture, who made their way over impregnable fortresses.

(b) PASSING OF CLASSES.

The passing of classes in the school is an opportunity for training and discipline that must not be overlooked by the teacher, as there is no better time to teach, than when there is a pupil and the occasion.

Pupils are prone to break lines, talk in line as they march, strike at one another, get out of order because it looks "funny," and to do many other things to appear out of order, and the teacher, then and there, must get in his work of training which is to have its effect on the life of the pupil. It is not sufficient or

the proper thing to do, to have a rule for pupils not to talk in the passing, or not to break line; but the thing to do, is for the teacher to set up a standard of what is required of classes as they pass, and then the discipline follows when the standard has not been reached by the class. If the class, as a whole, has failed to maintain the standard, then the whole class should be disciplined; but if the individual is the cause, then the teacher should attempt to locate and place the responsibility on the guilty.

Teachers are sometimes inclined to discipline a whole class for what one member is guilty of—though the responsibility points to the individual. The President of the United States was censured for dismissing a whole battalion of soldiers for what it appeared a few individuals of the troops had done. This is a point in discipline which is very perplexing at times to settle and should be handled with much care, lest the innocent suffer for what the guilty has done.

(c) THE INDIVIDUAL.

The Individual in school discipline is the point of attack. There is where the teacher is to do his work of training as indicated in the above topic. The disciplining of class units is not fair to the individuals which compose the class, for there are so many chances for mistakes on the part of the teacher.

In every class composed of any considerable number of pupils, there is one, and sometimes several, who are disposed to furnish all the racket or all the fun for the whole class, while there are others who are disposed to keep all the school regulations and maintain at all times a high standing in deportment.

Children, and even grown-up students, are like the people in general are, in Texas. In other words, school children are like grown people—some planning all the time on beating the State in some way out of its rightful dues, while others are planning all the time to comply with every demand put upon them by the State. The class of beaters, for the most part, is fewer by far than the class that try to meet the requirements of the State; for, were it not so, then the government would be a failure and bankruptcy and disruption would be the inevitable consequences.

So there is at all times a class of students who endeavor to maintain and respect the regulations of the school, and upon this class of pupils rests the government of the school As the state endeavors to find the beaters and cheaters, and sometimes seizes upon their property for the purpose of reimbursing itself for what these people had withheld from it, so the teacher should go out after the individual offenders in the school and endeavor to bring them to account for robbing the classes and the school of

their rightful dues. The point to be aimed at all the time in school government, is the same as the point which the State has in view—the establishment and maintenance of a government by the people, of the people, and for the people. In the State, it is the individual responsibility and collective responsibility, and in the school it should be the same.

The individual that disturbs the harmony of the class unit, is as much an offender as the bank robber who offends the laws of the State, though in degree, the crime of the pupil is not as heinous as that of the robber. Students in classes are disposed to do their deeds and hide themselves behind the class unit—especially so when it is the custom of the teacher to shoulder responsibility on the class. Wilful student offenders are like wilful adult offenders in the matter of hiding their identity. The teacher that is vigilant in the matter of establishing and maintaining a high standard of government, will succeed in proportion as he will enforce individual responsibility.

(d). YARD SUPERVISION.

Yard Supervision in school government is a very important part of the school program, and should receive its due consideration in the school regulations.

This is, as a rule, done in city schools where there is a graded system of schools and a corps of teachers employed, but in the rural districts there is little or no attention given to pupils on the playgrounds, since in most places there is employed in the rural school only one teacher who takes the recess periods to rest his fatigued brain after working with 75 or 90 pupils in one class room.

Yard supervision in city or district is highly necessary to train and discipline pupils to respect the rights of others. In the matter of sports and games, children are like grown-up people. Some people in Texas or Georgia want the earth and a fence around it, and will fight for the whole right of the fence. Children will do likewise. The laws of the state must regulate the ownership of property to prevent the rightful owner from being cheated out of his own, or run away from his own. The laws of the state must regulate the shooting of game in the forest, to prevent some selfish fellow from shooting all the game.

On the school yard the same matter comes up for adjustment among the children. One pupil is naturally selfish, and wants all the ball to himself. and defies anyone to dispute his selfish right. The presence of the teacher sometimes enables him to teach a lesson which will come in play in the civil government of these pupils in after years.

Some child wants to play all the time, to the exclusion of all others. Some will seize the property of others and disregard the rights of the owners. Some steal the property of others and bring up false witnesses to prove their ownership. Some will bribe their playmates to establish their false claims. The presence of the teacher on the grounds will, most times, prevent these practices and make the playgrounds a place of healthy, moral growth, as well as pleasure and physical growth.

The presence of the teacher has a moral effect in the way of preventing the larger students from imposing on the smaller. Were it not for the laws of Texas or Georgia, the lawless element would swoop down upon the poor, defenseless Negro, seize his property and run him out of the State. So there is at school, in some pupils, that lawless element which, if allowed to assert itself, would run all the little fellows away and take possession of the grounds.

The element of rule or ruin is especially dominant in some of the Afro-American children whose antecedents have been impoverished with culture and whose environments have been conducive of those tendencies which characterize their ancient forefathers in their native home. The teachers of our school should feel especially called upon to spend much of their time among the pupils, to the end that children, who have not had the parental training at home, will be taught on the school yards as well as elsewhere, all those attributes which will go to make them law-abiding citizens in Texas in after years.

Yard supervision in the rural districts has the same meaning as in the city or graded school. It only entails more work on the teacher, but it may pay in the long run. The presence of the teacher on the grounds, in a certain district school, would have prevented a great cutting fray which resulted in the serious wounding of a boy, whose life for several days, hung on a very slender thread. The presence of the teacher would have nipped the trouble in its incipiency and thus saved him from much anxiety and criticism.

Some school authorities even advocate the participation of the teacher into the games and sports of the pupils. This is true of the teacher who loves sports to the extent that he desires to take part in them. But what about the large class of teachers that does not like sports to the extent of participating? The Author is one of the latter class which must content himself to stand around and look on. In view of the fact that everybody does not care to actively engage in sports, it may be sufficient to say that teachers should be present on the grounds and direct the sports of children.

IX. THE RECITATION.

(a). TEACHER'S PREPARATION.

The recitation is where the teacher and pupil meet to count up the results of the research of the student. The teacher should be the first to prepare for the recitation. Let's see what the teacher has to do to get ready for the meeting of the pupil.

He assigns the lesson. That is, he is to judge how much of the text the pupil is capable of mastering in one recitation. Then the teacher should prepare the work assigned the class. Preparation on the part of the teacher should mean more than is usually meant by some teachers—that is, "You will please take the next ten pages." It should mean that the teacher has gone over the work assigned, and knows that it is what the class can digest in a given period.

The assignment of a lesson presupposes two important requisites on the part of the teacher. First, that the teacher understands the work assigned on account of having looked over it and made such reviews as will put him in possession of fresh information. Second, that the teacher understands the capacity of his pupils to the extent that he knows what they can comprehend in a given time.

The teacher's daily preparation is the soul of the recitation. This is to say that if the teacher knows well what he assigns as a lesson, he can easily prepare the class with the necessary light for its research. It is not sufficient that the teacher has gone over the lesson once upon a time. Certainly, no teacher will pretend to teach who has never taken the course which he pretends to give others. This goes without saying. But the class should have the teacher's fresh knowledge on the subject.

The teacher was in school twenty years ago, and had the work which he now teaches. He has lost much by shrinkage; some by leakage and some by absorption. He knows the text, but he has lost what the standing brook loses—its freshness and enthusiasm. It becomes necessary, therefore, that he should make daily preparations in order to have his knowledge from the running stream, and not from the stagnant pool.

The teacher's desk should contain the books taught by him, as well as many books of reference as he can obtain. It does not help the teacher nor his class, for him to place himself under the excuse of not being able to have the books of his classes; for the classes under his instruction must be fed daily from his fountain, whether fresh or stagnant, and however his circumstances, the responsibility is the same.

In Afro-American schools where the teaching force is limited, and where little is done to relieve the crowded condition of the schools, one teacher has an accumulation of classes, making preparation in all the studies almost impossible. When conditions are thus in any school, it is unfortunate for that teacher and for that school, to say the least about it.

The preparation of the lesson by the teacher should consist in selecting from the spelling lesson, all the difficult words to be used by the class; from the grammar lesson, the best sentences to be used to teach a practical lesson in language; from a history lesson, all available facts bearing on the lesson with focal dates and references; from the arithmetic class, the most appropriate problems to be used by the class to illustrate the principle to be taught to the class; in geography, all places looked up, all material and data selected; in the reader, all references run down and all applications made; in the science class all material selected and experiments made—and throughout the whole course of the school curriclum. one day in and one day out.

(b). PUPIL'S PREPARATION.

This subject may be divided into three grades, for the purpose of pointing out our view on the grade work from Primary department to High School, and what we shall offer on the subject, may be applied to rural school as well as city school.

We intimated in the above discussion on teacher's preparation, that at the recitation the teacher and pupil meet to review the work of the pupil. This is to say that the pupil has been assigned a lesson and has done what he could in the preparation of that lesson, and meets the teacher to exhibit the results of his work.

In this connection, as suggested, we shall discuss this subject under Primary, Grammar and High School divisions, with a view of making application to Rural school work.

(1) In the Primary school it is held by experienced teachers that pupils on account of their age, don't need to be made study their lessons at home, but that the lessons developed by the teacher in the class is all that is to be expected from such pupils.

This is to say, that the children in the primary grades should not be confined to study on account of the simplicity of their lessons.

We would suggest that even in the second year of the child's work at school, some considerable work can be done by pupils at home. The reading lesson assigned by the teacher, can be read over at home by the pupils, the number work gone over by mother or big sister, and the spelling words studied to advantage.

The amount of work necessary to be done by the pupils in this department will depend upon the nature of the work, and the ability of the class to comprehend.

Our purpose here is to emphasize the fact that we believe in pupil preparation at home in proportion as they understand and advance in knowledge. We wish also to combat the idea as advanced by some teachers, that pupils do not need to study at home.

In our experience in teaching, we have noted especially the advancement made by pupils whose parents watch over their lessons and assist them at home in getting their lessons. They advance more rapidly and recite better each day, than the class of pupils who never see their books from the time school closes till they return to school next day.

The Afro-American children suffer in comparison with children of other races, because of the fact that the majority of our parents are not educated, and cannot assist their children in their studies when they are at home around the family board. Instead of helping the child with its lessons at night, many of our parents spend their time in telling ghost stories around the fire, and very often the child is frightened almost into a fit and could not get a lesson though it tried ever so hard.

(2) The pupils of the Grammar school or in rural schools, in the fifth, sixth and seventh classes should be required to prepare their work at home with much care and exactness.

There is little advancement made with such students when they depend wholly upon the work of the teacher.

Children of this class have the power and grasp of mind that enable them not only to learn what has been assigned to them by the teacher, but new facts are added daily to their stock of information when they study at home on their own account.

Indeed, the teacher is not to be considered a machine to pour into the minds of his pupils the contents of the books. Information poured into the mind, does not remain in the mind long at the time. It will soon banish from memory as the dew from vegetation. The lessons learned by the student himself, will follow him and become a part of a living stock of knowledge which will broaden as he advances.

(3) The High School pupil is better prepared to do work at home than the Grammar student, for he is equipped with years of training in the habits of study, and is mature in years as well. He knows the value of study and should be, at this stage, independent and self-reliant.

It is not uncommon, however, to see students in our public High schools who never have any system of study any more

than pupils of lower grades. In fact, leave their books at school from day to day, and do not need them. Of course, this is the class of pupils that has no ambition, whose parents have no influence over them in the way of training them at home to habits of study.

We believe it is just as essential for students of our High schools to study at home and prepare their lessons for recital, as it is for the College students to do so, for the High School is only a step lower than the College, and whatever the habits are, contracted during the years of preparatory training, will follow the student in after life.

The parents of our children should see to it that they form habits of study which will bring results in after years.

The average student about our cities, who has by some hook or crook, gotten in the High School classes, shows no signs of studious habits, and thus accomplishes but little.

It takes study and concentration of thought to accomplish anything above the ordinary, and, if Negro students don't acquire the habit, they cannot become masters in the thought world.

Parents should see to it that their children have a study period at home, and insist that they observe the period. At College there is a study period which students are required by regulations to observe. It takes this to insure good and permanent results.

In our High schools, pupils are out at night around town keeping late hours and doing no study whatever, and yet making good grades and being promoted. It is a wonder how some of them ever make a grade, if it takes application to make grades.

(c) The effect on the life of the student that the study habit will afford, is wonderful.

The recitation is the place where the student can be trained to habits of study which will tell much in the life of the student in after years.

The movement of the students from class to class; the posture of the individuals in the class at the time of recitation, the manner of standing and holding one's self at the time of recitation, are all habits which impress themselves into the life and character of the student in such glaring generality as to shape the whole life of the individual.

Let the student recite in a careless and incoherent manner; let him play a part of his time, while the recitation is in progress, let him come to his classes from day to day without having made preparation, and you send such a student out in life equipped with such weapons as will bring him fruitage characteristic of his daily habits.

Habit is a great master. It is said that life is only a bundle of

habits, and thus the pupil contracts such habits as will affect his life, since every act of one's life is but the reflection of his many habits.

(d) The Special Ends of the recitation may be stated as: (1) To test the pupils' knowledge of the subject, (2) To harmonize his knowledge with the teacher's knowledge. That is, to judge whether the pupil's conceptions of the subject are formed properly. (3) It increases the pupil's power of communication and establishes confidence in himself. (4) It makes prominent the salient points in the character of the student, in that the teacher can judge whether the pupil is industrious or indolent; is tenacious or pugnacious; is timid or bold; is reticent or communicative; weak or courageous.

X. FIFTY NEVERS IN THE SCHOOL-ROOM.

1. Never be tardy if you want to set example, to pupils, of punctuality.
2. Don't threaten pupils, and never carry it out. It is not safe to threaten anyway.
3. Never promise your pupils what you never try to perform.
4. Never be hasty in making decisions, when you are in doubt as to the right or wrong of your action.
5. Never complain of action of parents before children.
6. Never scold or fret before your school?
7. Never take advantage of a pupil, or mistreat him without apologizing for your action.
8. Never strike a pupil in revenge.
9. Never show partiality by having "pets" in school.
10. Never strike a pupil over the head.
11. Never punish a pupil because of some action of the parent.
12. You should never hold a pupil up for ridicule before the school.
13. You should never accept costly presents from pupils or give them to favorites.
14. Never chew tobacco or drink strong drinks before your pupils. It is wrong to indulge at all, and worse to set example for others.
15. Never expect pupils to forget a wrong, if you don't do so, for both are human.
16. Never pinch the ears of pupils, or slap them on the face.

17. Never fail to prepare your daily work before entering your schoolroom

18. Never count a day's work done till you have done something good for your pupils.

19. Never refuse to do something for the deserving poor, nor to return a kindness to anyone.

20. Never curse or swear before your pupils unless you want them to do likewise.

21. Never let your temper get the best of you, and condemn the same thing in others.

22. Never be impatient about small matters.

23. Never have hobbies in school and ride them to death at the expense of everything else.

24. Never allow your pupils to mistrust your honesty, for thereafter your influence will be small.

25. Never allow a talkative pupil to take the time of the class, unless he is saying something worth all hearing.

26. Never leave your pupils in doubt as to whether you are on the right or wrong side of a moral question.

27. Never leave your pupils to themselves long at a time unless you know or have strong reasons to believe they will use their time properly.

28. Never allow yourself to lose confidence in all your pupils. Some may be honest.

29. Never be a "sharp shooter," throwing shot right and left at pupils whom you may consider armed with a similar weapon

30. Corporal punishment when needed is the best specific, but never administer it in drastic doses unless the case is a drastic one.

31. Never be afraid to allow your sober judgment to decide whether a case needs drastic treatment.

32. Never be too tired to see irregularities in your class and point them out at once.

33. Never enter into altercation with pupils as to the right or wrong of a case.

34. Never make many rules. It is a question whether it is right to make any rules at all.

35. Never point to yourself as a great example, for if your life is worthy some pupils may try to imitate it.

36. Never take much time of the school with extraneous matters.

37. Never allow pupils to discuss the gossip of the city with you.

38. Never allow a class to take the time of another, unless absolutely necessary.

39. Never allow chronic fighters and disturbers to remain in your school, for they demoralize your pupils.

40. Never be content with a little poorly done. Have it well done, if at all.

41. Never allow your pupils to ask you questions while you hear your classes recite. It leads to confusion.

42. Never allow the appeals of the needy to pass you, without heeding them in some way.

43. Children are splendid mind-readers. Never allow them to read your mind unconcerned in their interest.

44. Never open your school without a word of prayer, nor without reading a few verses from the Bible.

45. Never make long prayers before your school for some child may be playing before you are through

46. Never think time is too precious to call to see a parent who does not understand you.

47. Never think you cannot make mistakes, for you are human as well as the children.

48. If you make a mistake, never be too proud to confess it to the class.

49. Never wait too long to apologize for a wrong done, for now is the time.

50. Never imagine that you are wise, or that you know it all, for somebody else sees you in small glasses.

CHAPTER VI.

XI. THE DAILY PROGRAMME.

Every teacher should have a programme to guide him or her in the disposition of studies in the school. To commence the work of the day without knowing where to begin, is a want of judgment on the part of the teacher, to say the least.

To go into a schoolroom and find a teacher at a loss as to where to begin the work at any hour, is to find a teacher who has not learned how to organize a school and put into operation all the forces in their proper places and at their most appropriate times.

The writer has seen teachers at the time of receiving visitors, in much perplexity as to the proper study to take up and where to begin to make the best impression on the visitors.

The proper thing to do, is to have an outline of studies for the day and take up those studies in their proper places. The best impression to make on the visitor, is that you have a programme and are following the programme as it is outlined, and any deviation from this outline is done for a special purpose.

The programme should not only be made out in the teacher's mind, but it has many advantages for the teacher to post his programme in some prominent place in his schoolroom, where pupils can easily see the coming of recitations and their changes, etc.

The programme, too, should vary with the grade of school taught. This is to say, that a programme for a Graded school would not suit the purpose of an ungraded or Rural school.

There should be two main purposes in the preparation of a programme, as follows: (1) It should give the time of each recitation, the amount of time allotted to each period. (2) It should show the disposition of classes not reciting as well as those reciting.

We shall attempt, in this connection, to give a programme suited to the needs of an ungraded school. We shall do this with a view to meeting the needs of young teachers who may desire assistance on this point to meet their varying conditions.

PROGRAMME FOR GRADED SCHOOLS:

Time	Minutes	T. H. Jackson	B. H. Haynes	L. E. Bates	B. M. Allen	Industrial Department, One hour	Classes at work
9	5						
9:5-9:30	25	Music	Music	Music	Music		
9:30-10	30	Arith. 5th. Gr.	Grammar 6th Gr.	History 7th. Gr	Literature 11th. Gr.	8,9,10	
10-10:30	30	Arith. 6th Gr.	Gram. 5th 5th Gr.	Latin 11th Gr.	Science 7th Gr.	8, 9, 10	
			10: 30 to 10: 45—Recess.				
10:45-10:15	30	Alg. 10th Gr.	Rhetoric 9th Gr.	Latin 8th Gr.	Science 11th Gr.	5, 6	7th Gr.
11·15-12	45	Alg. 9th Gr	Grammar 7th Gr.	Latin 10th Gr.	Science 8th Gr.	5, 6	11th Gr.
			12 to 1—Noon Recess.				
1-1:30	30	Arith. 8th Gr.	Rhetoric 10th Gr.	Latin 9th Gr.	Science 6th Gr.	7 Gr.	5, 11 Gr.
1:30-2	30	Grammar 4th Gr	Rhetoric 8th Gr.	History 6th Gr.	Science 5th Gr.	7 Gr.	10, 9 Gr.
2-2:30	30	Arith. 7th Gr.	Reviews 11th Gr.	History 5th 5th Gr.	Science 9th Gr.	4, 3Gr.	.8, 10, 6 Gr.
2:30-3	30	Grammar 10th Gr.	Spell 6thGr	History 8th Gr.	Spell. 7th Gr.	4, 3Gr.	11, 9, 5 Gr.

The above programme is suggested for a school where five teachers are employed to carry the work of the High School, and also the Grammar grades, a condition which is generally prevalent in the South where Colored schools are allowed to add High school branches. In fact, this is about the conditions as they exist to-day in our own school.

The following Programme may be suited to the conditions in the rural districts where one teacher must carry the work of three teachers.

PROGRAMME—Continued.

Time	Period	Primary	Second Year	Third Year	Fourth Year	Advance
9-9:15	15	Numbers	Numbers	Arith	Arith	Arith.
9:15-9:30	15	Seat Work	Numbers	Arith	Geog	Geog.
9:30-10	30	Writing	Seat Work	Lang	Arith	Arith.
10:10-10:30	30	Forms	Seat Work	Lang	Grain	Arith.
10:30 to 10:45—Recess.						
10:45-11:10	25	Copy Work	Lang	Lang	Gram	Gram.
11:10-11:35	25	Read	Lang	Read	Gram	Gram.
11:35-12	25	Seat Work	Lang	Read	Spell	Spell.
12 to 1—Noon Recess.						
1-1:30	30	Forms	Read	Seat Work	Gram	Gram.
1:30-2	30	Forms	Read	Geog	Pen	Pen.
2-2:30	30	Dismissed	Read	Read	Spell	Spell.
2:30-3	30		Writing	Geog	Geog	Geog.
3-3:30	30		Dismissed	Geog	Seat Work	Seat Wk.
3:30-4	30			Dismissed		

CHAPTER VII.

XII. THE OPENING EXERCISES.

No school should open its daily sessions without formal exercises. Not for the mere form, but for the practice it gives the pupil in singing and in taking part in public exercises. Some teachers not being of a serious turn of mind, or in other words, not being identified with the church, do not see the utility of preparing some form of opening for the school, but enter into the day's work with little or no opening exercises.

It does not necessarily say that the teacher must be a member of the church or even a professed Christian, though every teacher should be identified with the church, if we had to be the judge. But it does say that the teacher must feel obligated to prepare some sort of exercise for the school in order that the pupils may be trained in all that it takes to complete their education and make them useful citizens.

Few Negro teachers, if any, belong to the class of skeptics or even the Catholic church. They, as a rule, are members of the church; if not, they are believers in the doctrine as taught by the orthodox churches, and thus find it a pleasure to open their school with prayer, singing, short lectures on some topic affecting the management of the moral life of the pupils. In the way of starting off the day, there is nothing to take the place of the opening exercises. It has a powerful effect in the way of starting the machinery to work.

Singing is a great factor among the Colored people in helping out in time of trouble. It is a most encouraging sign to see the times so changed or the minds of men so enlightened that the Bible which was once forbidden in the schoolroom is now read daily in most public schools, as well as private schools.

The reading of the Bible without comment is now a practice in Texas, and, we hope, all other States. The reading of the Bible before the day's work begins gives a divine sanction to the work of the day and starts the machinery off with God and the Holy Spirit leading.

If there have been any cases of misconduct on the previous day left over for adjudication at the opening of the day's session, the reading of the Holy Book, the chanting of the Lord's Prayer, will many times soften the hearts of the offenders and the teacher finds his case easily settled when the exercises are over.

We would suggest the following as an appropriate exercise to be used in Primary or Grammar grades

(1)—Singing engaged in by all.

(2)—Reading the Bible five minutes, or concert recitations of some familiar chapter as Psalms 23d, or Matthew 5th.

(3)—Singing by whole school.

(4)—Comments by teacher or principal on special events or deportment of school.

(5)—Marching out of all classes to commence the work of day.

9.25 closes this opening with 25 minutes employed to march in and complete the exercise.

This form should vary to suit the conditions of the school. A Primary school should have fifteen or twenty minutes opening, while a High school or Grammar school could occupy twenty or twenty-five minutes with profit. The thing to do is for the teacher to plan such a program as will be suitable for the school.

Summary—

1—No school should open its sessions without formal exercises.

2—It does not say that the teacher has to be a member of the church.

3—Few teachers of the race are skeptics or infidels.

4—Singing, a great factor among the Colored people.

5—Reading of the Bible in the Public schools, a favorable sign.

6—The reading of the Bible has an effect on the offenders in the school.

7—A suggestive program.

CHAPTER VIII.

XIII. THE RHETORICAL AND FRIDAY AFTERNOON.

In the education of children there must be a place in the programme for training in Writing and Speaking. Pupils are trained to write and speak in school, and the practice of writing and speaking at stated periods, is a part of the necessary curriculum of every well regulated school.

There may be some objection to the method of designating a specific day, Friday afternoon for these exercises. Indeed, it is claimed by some of the present day school men that the Friday afternoon custom of presenting these exercises "smacks" of the old school, and is not up to date.

We do not pretend, in this connection, to make any defense for a custom which has served the fathers so well in the past, but shall only attempt to give the facts of our own experiences on this subject. Some teachers make the point that any day of the week may be used for this purpose, and that there is no reason for designating Friday for rhetoricals any more than Monday or Thursday.

In our experience, we have found good reasons for designating Friday as the day for recitals of specially prepared exercises. The following may suggest a reason:

(1)—Friday is the last day of the week, and any interruption of the week's work on this day will not affect the routine as it would on other days when the work of the classes engages attention.

(2)—The last day of the week has always been to us a suitable time for the introduction of debates, speaking—anything to change from the regular program.

(3)—The old way of encouraging parents to visit the school on Friday afternoon and preparing recitations and debates for their special benefit, is not without merit, for it furnishes an occasion for special preparation on the part of student and teacher. The pupil stimulated by the thought that mother or father will be present on a certain day to hear him, will be urged, many times, to greater efforts.

(4)—In the daily program, it serves a great purpose to fix a period for everything to be taught in the curriculum. The time for special training in debate and recitals, Friday afternoon, is in keeping with rule, "time and place for everything."

The following will furnish suggestions of the kind of exercises for the Friday Afternoon Program:

(a) Teachers should not be guilty of allowing pupils to use their time in reciting light literature on these occasions, no more than they should allow pupils to read in school, light novels of the dime denomination.

(*b*) Pupils should be assisted in the proper selection of literature and the teacher should not be satisfied with anything less. What we mean, is that the mind of the pupil should be stored with the kind of literature that will serve him in the years of maturity. Therefore the standard pieces of literature should be made the subject of study by pupils of advanced grades, and if anything is selected in any grade in the schoolroom, it should be standard literature in order that whatever is learned by the pupil, may serve him to good purpose in years to come. The mind is like a tablet. Whatever is copied upon it in youth, remains to be seen—called up in after years. If it is light reading with which you have filled the mind of the pupil, there will be reproduced the fruits of such sowing; if it is the best literature which comes from the master minds of the country, then the pupil will be able to call up in years of maturity what he has made the subject of study in youth.

(*c*) Beware, teachers, of the custom of allowing pupils to recite anything heard on the streets or around the home.

(*d*) "Mary had a little lamb,
Its fleece was white as snow;
Everywhere that Mary went
The lamb was sure to go,"

may be a fine little speech for the little two-year old boy on mother's knee, but for the ten-year-old boy at school, it is a waste of time.

"Twinkle, twinkle little star,
How I wonder what you are,
Up above the world so high
Like a diamond in the sky,"

may be a good speech for mother's little five-year-old boy but for the twelve-year-old school boy, it is childish and beneath his years.

The teacher should see that the boys practice declamation, from the best writers and speakers of the country, and the girls recite from such authors as will stimulate them and create in them a

love for the pure and ennobling. Let it be the aim of the teacher to have her pupils create love for Whittier, Longfellow, Lowell, Dunbar, Hawthorne, Lamb, Tennyson, Emerson, Byron, Shakespeare, Gray, Holland and a long list of such writers.

These exercises may be divided into two classes to suit the age and advancement of the pupils.

(*a*) The Grammar grades should be under the immediate direction of the teacher, the pupils being arranged in divisions to suit the age of the individuals and the best judgment of the teacher.

(*b*) The High school pupils should be allowed to form themselves into a Literary Association with proper officers from among the students and the teacher acting as critic (the one to have the final say as to the merit or demerit of an exercise.

Older pupils in the Rural school should be allowed to take their own exercises in hand and conduct them in their own way, with suggestions from the teacher.)

The following will suggest the kind of Grammar grade exercises suitable for graded or ungraded schools:

PROGRAM.

1—Remarks.....Teacher (in charge)
2—Song.....School
3—Recitation, "Psalm of Life"—Longfellow.....Sarah Jones
4—Essay, "My Trip to the Country".....Willie Moore
5—"Life's Mission,"—Longfellow.....John Clay
6—Song.....School
7—Select Reading.....Mary Ransom
8—"Never Too Late"—J. H. Carey.....Frank Johnson
9—"Keep Hustling"—George Loarts.....Hettie Tate
10—Song.....School
11—"It's Got to be".....Clemmie Peters
12—Teacher's comment.

Time—One Hour, or 60 Minutes.

The High School or Advanced grades, as indicated above, should be encouraged to form themselves into a Literary Society, with the following as a suggestive exercise:

1—Remarks.....Master of Ceremony, James Thomas (a Senior)
2—Song.....School
3—Declamation, "George Washington".....Frank Frazier
4—"Brotherhood"—Edwin Markham.....T. L. Hye
5—Vocal Solo.....Laura White
6—Debate, "Resolved—That the mind of the girl is more susceptible to training in school than the mind of the boy." Affirmative—Pleasant Collins and Fannie Wills. Negative—Lillian Clarke and Joseph Blake.
(Each side should select one judge from among the students, then these two make a selection of one,—giving three judges in all.)
Time—20 minutes to each side. Total, 40 minutes.
7—News Summary.....Jasper Durham
8—Report of Critic (teacher)
9—Decision of Judges
Time for the above program, one hour, thirty minutes. (1 1-2 hour.)

CHAPTER IX.

XIV. MUSICAL CHARACTERISTICS OF THE RACE.

Music has charms for the soul as nothing else has. Even the savage in his uncultured state is a lover of music, and in his native airs spends hours with his favorite instrument. In fact, the lower down in the scale of civilization a race is, the more it appears that that race finds time to engage itself in making music in its native airs.

It is said that David, the great Psalmist, was one of the greatest musicians the world has ever known, and if his productions stand as evidence of his ability, the Psalms of David are the most widely read and the most popular of all the writings of the Bible.

Every nation in the world that has reached any degree of culture, every nation of any degree of intelligence or no degree of intelligence, has its class of musicians which do the playing and singing as leaders of the race in this art. The Negro race is no exception to this rule.

The race is noted especially for singing and music in its native form. Indeed, the Negro race in this country is the leader in native songs and it is said that it is the only race in this country that has developed a music distinctly its own. It is said by the critics that the Negro as a musician is not original—is only a surface-skimmer; but this criticism will not bear investigation.

As above indicated, the Negro is the only original singer in this country—if the music produced by the fathers in antebellum times and now rapidly becoming the most popular airs in the country, is to be taken as evidence.

There is no song, no music more original and more characteristic of the race than these songs and rhythms produced by the antebellum Negro on the Southern plantation, and now popularized and fast becoming the music of the day.

In serious or religious worship, what music can soothe the soul

and appeal to the emotions more rapturously than the Negro melodies which were produced in the cotton fields and in the swamps of the Southland while the slave plowed the fields or gathered his daily task of cotton, or hid away among the evergreens of the forest? What music can charm the fancy of the individual disposed to trip the fantastic toe, and infuse emotions of worldly pleasure more than the Negro airs now set to music and played on the American stage?

On account of the smoothness of the flow, the rapidity of the movement, the sweetness of the rhythms, this class of music, it is said, is growing in the popular favor of the music loving public, and will erelong perhaps take the place of the present day music.

The charge that the Negro is not a producer of fine music, but is a "surface skimmer" and an imitator, can be successfully confuted by investigation of the class of music the best musicians of the race have produced and are using wherever they make any pretence at rendition. True, the Negro as a race is emotional, sensational, and given to fanciful dreams of "happy-go-lucky" times, and many of the musicians are employed to furnish musical ditties for the purpose of pleasing the people; sometimes in a hotel to amuse the guests; sometimes in the barbershops to please the customers; sometimes at the homes of the rich for the benefit of the family; sometimes on the streets for the amusement of those who will stop a minute on their journey about the cities; sometimes at night in midnight serenades they are arousing the sleeping populace with beautiful enchantments of heavenly visions;—but, notwithstanding there is an abundance of these light musicians about the country, and that many of them could be dispensed with at much profit to the race, yet this does not preclude the fact that there are many musicians in the race that are first-class producers and singers of real music.

We could give many examples to prove what has been said on this subject, but suffice it for our purpose when we mention one representative, Mr. Coleridge Taylor, one of the finest composers of music that has sung in this country.

Summary—

1—Music charms the soul.
2—David the Psalmist.
3—Every race has its musicians.
4—The race noted for singing.
5—What the critics have said about the race.
6—The Negro the original singer.
7—The Negro in serious or religious worship as a singer.

8—The kind of music that charms the heart.
9—It is growing in favor.
10—A charge that the Negro is a "surface skimmer."
11—The Negro as a race is sensational, emotional, etc.
12—We could give instances, etc.

CHAPTER X.

XV. CLASSIFICATION, IMPEDIMENTS AND RACIAL COMPARISONS.

In this chapter we hope to point out some of the many difficulties encountered by the Afro-American teacher as he attempts to classify his school and to transform chaos into order and ignorance into intelligence.

In order that we work up a good case, it may be necessary to go hastily over the ground of organization of the school, so as to come logically to the point of classification.

The organization of a Negro school does not differ in the essential from the organization of any school, but in detail there will arise many troubles which would not confront the teachers of other races. The trustees employ a teacher to take charge of the school in Stringtown community. The teacher is a graduate of Fisk University, one of the leading institutions in the South for Negro education. The teacher is ripe and ready to enter upon his work. He visits the community a few days before the opening of his school, and calls the parents together and makes an appeal to the people in the community to support the school and encourage education.

His heart to heart talk with the parents makes a favorable impression upon them as to the support which they are to give in the matter of encouraging education and running the school which is soon to open. He talks to parents of their duty to their children, of their duty to the race; he goes over and points out the condition of the school house as to the improvements needed to insure comfort and health to their children. He points out the good derived from parental cooperation, and asks his audience to cooperate with him in all that it will take to build up a good school and maintain it in that community.

He meets many of his parents and becomes acquainted with them. When his talk is over, he makes such good impression on the people that they ask for a permanent organization to be known

as The Mothers' Club, with regular monthly meetings at the school house.

With this meeting over, the day is set for the school to open, when he invites parents to come out and bring their children. The day comes and a few of them come with their children to see them enrolled and greet the teacher in his first day's work.

All of these parents are laboring people and though they are interested in their children, their engagements in the way of making a livelihood will make it hard for them ever to go to the school after that first day,—and even then some who ventured to go went at a sacrifice; for the women left in the tub the clothes which they had gathered to wash for their white neighbors or employers, while the men who went to the school house, left the mules, hitched up to the wagon and the cotton sack hanging on the gate preparatory for going to the cotton fields as soon as they could go to the school and return.

The Teacher's First Day at the School.

With the opening exercise over, in which parents and visitors to the school participated, the teacher turns his attention to the classification of his school. Upon the examination of the books in the hands of the pupils the teacher finds out that most of them are antiquated and out of use, and in order that his school be commenced in line with up-to-date systems of education, there must be new books purchased by the children. He therefore gives out orders that children should be supplied with new books.

The next important task in the organization is the classification, to which task the teacher now turns his attention. In order to facilitate the work the teacher calls for all the pupils who have come to school for the first time and cannot read. He finds quite a class of them, some even 10 or 12 years old. He then calls for the first year's pupils who can read and have made a beginning. He finds that there is a large number who have just commenced to read, and belong to the first year class. He calls for second year pupils and third year pupils, and finds that many pupils that had been in school two or three years could not read and write any better than first year pupils. He has trouble in the beginning to classify them on account of the objections raised by pupils to being put back where they belong. He calls for fourth and fifth year pupils and finds that pupils who claim that they have been in school four and five years can hardly do third year's work, and that the same trouble which commenced in the lower classification now increases as he advances. Pupils make arguments that the last teacher classified them thus, and that mother and father said put them there, and thus they should be there.

The teacher disregards the objections raised by pupils to their classification and proceeds to cut out and put in just where he knows the pupils should be placed.

Thus the teacher's first day at school is spent in trying to classify and cull and prune so as not to involve his predecessor in more than is in keeping with the dignity of professional courtesy.

The troubles of this Afro-American teacher have not ceased on his first day at school. No, they have just commenced, which fact will show itself to-morrow when he commences his second day's work. He will then receive many notes from the parents of pupils making arguments and objections as to putting their children in too low classes because the teacher preceding classified them as fourth or fifth year pupils, while he has put them back. The teacher, of course, is not moved by this kind of trouble, for if he has the proper kind of balance and knows how to perfect the classification to which he has engaged himself, he never lets up until he has performed a task which seems so hard. The trouble coming from pupils and parents will not amount to much with a teacher that knows his work and his parents. Indeed, these objections soon cease when it is seen by pupil and parent that the teacher knows the classification better than they.

This is only one of the many cases which may arise in a Negro school. As we said in the beginning of this chapter, this is a laboring people and their children must also assist in making a livelihood. The teacher finds before he has gone very far, that the attendance is bad; children come to school any time after the opening, some at 9.15, some at 9.30, some at 10, and some at 10.30. Any time before noon. Too, they come to-day and out to-morrow, making an attendance of two or three days in the week.

The teacher can improve all these things if he is made up of such qualifications as we have hinted at from time to time in this book. The purpose here is to point out the trouble and hint at some remedy, for there is no specific for these ills. There is more in the tactfulness of the teacher than in any specific which we might suggest. The suggestion which we offer here, is that the teacher should set himself to work to improve these conditions by a determined attack from two directions. Upon the pupils whom he has under instruction, and upon the parents who have charge of the pupils at home. These two strongholds attacked in the proper way, will improve such conditions and pupils, and parents will assist in the improvement.

Some Comparisons.

In this connection we wish to make a few racial comparisons to show where the trouble lies in the Negro education. The

trouble mentioned in the above may be encountered in some degree, in a white school. Indeed, no school is clear of these hindrances. But we wish to make comparison in order that in the light of comparison we see ourselves. On account of conditions indicated above in Negro schools, there is much greater impediment in the way of the progress of the Negro teacher than there is in the white schools in the same city or in the same district. In the white schools the pupils come from homes in which the parents are men and women of leisure; while in Negro schools the children come from the homes of laboring people whose only chance for education for their children is in the time taken from the period of making a living for the family.

In the white schools the teacher is supported by a constituency whose ancestry is backed up by the wealth and accumulations of ages; while in the schools of the latter race the teacher has an ancestry who are backed up by 250 years of unrequited labor in this country.

In the schools of the former the teacher is supported by parents who have had the training of the schools for many generations; while in the schools of the latter the teacher has the support of a parentage who have had no schooling and who know no culture. In the schools of the former the pupils have incentives from the history of the world's greatest productions; while in the schools of the latter the pupils must be encouraged to undertake great achievements by indulging in speculative admonitions or in the hope of "better times coming."

Thus the Negro teacher has a problem to solve in the education of his race that is wholly his own.

Summary—

1—Hope to point out some of the troubles in Afro-American schools.
2—Necessary to go hastily over the ground of organization.
3—Trustees employ a teacher from Fisk University.
4—Before opening school he visits his community and makes heart to heart talks.
5—When talk is over, makes good impression.
6—Day is set for opening school and parents invited out.
7—After first day it will be hard for parent to visit school.
8—The teacher's first day at school.
9—Disregard objections raised by pupils.
10—The second day's troubles.
11—The teacher finds trouble in the attendance.
12—The purpose to point out trouble.

13—The teacher should make attacks from two standpoints.
14—Some comparisons.
15—Pupils in white schools have incentives from the world's best productions—while those in Negro schools must be satisfied with the imagination.

CHAPTER XI.

XVI. LANGUAGE AND GRAMMAR.

In the discussion of Language Lessons in this chapter, we shall hope to point out the difficulty which the Afro-American teacher encounters in the schoolroom with the children of his race.

The language of a people is their form of speech or communication. Whatever their form of speech, that is called their language. One generation transmits the language to the other.

The child speaks or uses the forms of its parents. If the parents use a jargon or broken language, the child getting its forms from its parents, is armed with the same speech and thus the language is perpetuated from one generation to the other.

The Negro race is said to have and use the language of the former masters in this country. When the first individuals of the race were brought to this country, they had no language save the corrupted form of speech used by the natives of Africa.

This language, if such it can be called, was the only means of communication used by the Africans when individuals of them were first brought to this country. The masters of these first slaves had to teach them the language which the masters themselves used before the slave could communicate with them.

The learning of the language of the masters was a necessity on the part of the slave, since it was the only means of making known his wants. The teaching, therefore, was easy. We mean the learning of forms of speech to enable them to make their wants known, was easy, though they learned the language in broken or incorrect forms.

It takes an educated people to learn correct forms of a language, and since the African was not educated when he was brought to this country, the language which he learned was not correct English.

This incorrect or barbarous form of English speech is not characteristic of the Negro, since all races in coming in possession of a new language, have found trouble in maintaining its pure forms. As we indicated, the proportion of barbarity in the language of the new comers depends upon the education of the people.

The Negro has thus fallen heir to the English language and for over 250 years struggled, without education, to acquire sufficient forms to make his wants known. With the coming of his emancipation, came also his education and teachers of Afro-American schools have waged an incessant warfare with the broken forms of the language in the speech of the members of the race.

At first there was much trouble to undo these incorrect forms of speech in the language of the children that had an ancestry whose most ancient lineage had no correct form of speech. The work has gone steadily on, however, and much progress has been attained in the matter of undoing the native jargon and giving them Mother English, pure and simple.

While much progress is made in the use of the language by the individuals of the race and in the schools by the teachers, there is still a greater hindrance to encounter by the teachers of Afro-American schools than the teachers of other races.

The reason for this trouble may be given as follows:

(1) Because the majority of the children come from the homes of uneducated parents. The child of an illiterate parent, whose associations and environments are of similar nature, comes to the school barren of all but the crudest forms of English, and the language which the parent has taught him, and must be unlearned before the correct forms can be given.

The teachers, therefore, of the Negro child have a task which does not confront the teachers of the white race in the same degree.

(2) Because the child coming from an illiterate parentage, is itself ignorant of the simplest forms of speech which the teacher must first attempt to give, thus entailing on the teacher the necessity of teaching the fundamental forms of expression which should be the child's heritage at the beginning of its school life.

(3) The teacher has no assistance in this work: there being no one at home to train the child in the proper forms of expression, therefore the schoolmaster is alone, and must keep up an incessant fight with barbarisms taught at home and caught up by association.

In view of the difficulties that beset the Afro-American teacher, let us discuss some ways which may aid in relieving the situation, somewhat, in the coming years of our advancing civilization.

(*a*) The child's home environment is improving as the race advances and as the parent becomes more and more the product of the new civilization. This is to say, that as fast as the schools can turn out men and women of education and culture, who will become the parents of a new generation, the child in the home will

become the new product, and the language and culture of the parent will be the inheritance of the child.

The schools are being occupied rapidly by this new product on account of the progress of the race, which fact can be seen in the change of the form of expression and the use of better English by the children as they come from homes of educated parents, or parents whose early training brought them in contact with people of education.

As the parents become enlightened they should be careful in the training at home, of the children in the simple forms of speech in order that our children may learn early the use of the mother tongue.

Home training in the language is similar to home training in matters of conduct and practical living. That the child is what its home environment is, has been emphasized from the beginning of this subject.

So often our mothers are accustomed to using what they call "baby" language in talking to their children, and this baby jargon is kept up till the child is far advanced in years. The mother says, "Tum to mudder, my leetle darling." She uses a form of speech which the child finally learns, and it soon says, "Mudder, tum on." The mother says,"Bye you, baby, doe to seep," and soon the child is saying, "Mudder, may I doe to seep?" The mother says, "Papa, bing the baby tum tandy," and soon the child has learned the expression, and it says, "Papa, bing baby tum tandy."

And so the mother unconsciously teaches her child a form of speech which it learns readily as its first inheritance, and which in after years it must unlearn.

Much time could be saved in the formation of speech, by giving to the child the correct expression at the start. The first impressions are most lasting, is a truism which has gone down the line of the ages, and as time goes on, the saying grows more pertinent.

Let us aim at correct expressions, even in our baby language, since the baby's mind is a blank which is soon to be impressed with whatever it hears.

(*b*) The social environment is very closely connected with the home environment, and is second to it in affecting the child's language.

There is no rule by which we can make every baby use proper English. Our children, therefore, must come in contact and associate with people who are not careful as to their speech, and who have children whom they have never taught to use good language.

This social mingling with people, is one of the ways of propa-

gating the forms of speech in our children and among ourselves. We should, therefore, guard as far as possible, our associations, and especially the association of our children.

It is impossible, however, among a class of people where ignorance stands in such high relation with intelligence, to set up a standard by which the children of any part of them should not mingle with the illiterate. The only standard which we might set up has already been mentioned—the standard of careful training at home and the selection of associations.

(*c*) The school training of our children falls upon the teacher mainly, and is his alone to accomplish. Very little of the work can be done at home, for the people at home are not themselves examples of scholarly training, and of course cannot impart it to the children.

The teacher, therefore, is to be the model by which the children are to pattern at school and at home. We would offer a few suggestions in the teaching of the language to our children at home and at school:

(1) In illiterate homes there is little or no chance for the young to be started off properly in their mother tongue, for mother does not know her own language. In view of this fact, therefore, the work of language formation must necessarily be referred to the schoolroom till the evolution which has been started in the education of the home shall be sufficiently advanced to enable the mothers of the new generation as they come into the light of refinement, to take up their task of home training.

In the meantime, let the homes which have in them the old mothers "who have borne the burden in the heat of the day," delegate the language training to the "new crop" of inmates who are coming home yearly from the schools and colleges, having been put through these institutions by the mothers of antebellum days.

This new recruit which is being turned out every year, should take the place in the home of the mother as teachers of the pure English as it has been given in the schools of the land. Let the homes of the new mothers who compose the recently educated recruits do their part in training their young as they are born into the world, and it will not be long before a solid foundation will be laid, and the mother tongue given its proper place in Afro-American homes.

(2) In the school room of Afro-Americans there should be exercised much more vigilance, than there usually is, teaching the language in every lesson of the day.

The language lessons proper as taught from books in the hands of the children, should form a very small part of the work of the

teacher on this subject. In arithmetic the language of the pupil should be as much the subject of correction as the numbers themselves.

The pupils should be taught to say two and two are four; two from four leaves two; two times two are four, etc., in their daily recitations, and thus fix the forms of expression in every step of the way.

(3) The following order of teaching the language is suggested in the schoolroom:

(*a*) *Writing Exercises.*

The first step in teaching the language in the school should be in written exercises on the blackboard, or on slates or tablets prepared for this purpose. All the words used by the teacher as spelling lessons, should be copied by the pupils, not only for the purpose of teaching reading, but to give skill in writing.

(*b*) *Copying of short sentences.*

This step is to familiarize pupils with the written form of the language. The teacher should write short sentences on the board and have pupils copy them.

(*c*) *Pupils should write from dictation by the teacher.*

In these exercises pupils are to be taught to use capitals to begin and periods for closing sentences. Verses, maxims, and short pieces of poetry can be used to advantage at this stage of the pupil's language lessons.

(*d*) *Writing sentences about objects.*

Objects observed by the pupil and written sentences made of the pupil's observations is a very profitable lesson in the teaching of language.

(*e*) *Writing of actions.*

The teacher performs before the class some series of actions, and then has the children to write about what they saw. Some pupil may be asked to perform some actions before the class, while the others write on slates or paper what they see.

(*f*) *Writing stories which pupils have learned.*

The teacher may tell the pupils a story and then have them reproduce in writing the story from memory. This is a profitable exercise in formation, and will afford the teacher opportunity to make corrections in the expressions as made by the pupils.

(*g*) *Writing the substance of reading lessons.*

The teacher should teach the lesson orally, and then have the pupils write a grouping of the prominent facts. Short lessons, one or two paragraphs at the time, will be sufficient for an exercise of this kind.

(*h*) *Writing stories from pictures.*

This is splendid exercise in drawing out and developing the

minds of the pupils in language work. Teachers should put on the walls of their room pictures of their selection and require the pupils to look at them and write a story of their own making. This exercise forms a splendid opportunity for developing the imaginative powers of the pupils.

(*i*) *Writing stories read by the teacher.*

This exercise is for more advanced pupils, who have learned by practice the use of simple words and sentences. The teacher should read the story in a very interesting manner and require the pupils to reproduce it in their own words.

(*j*) *Writing stories by answering questions.*

The teacher should write a series of questions logically arranged on the blackboard, and require the pupils to answer them. The answers to these questions will form a connected story. Before assigning such a lesson, the teacher should discuss with the pupils the facts which form the basis of the questions. This will make clear in the minds of the pupils the facts to be written about.

Technical Grammar.

Grammar proper should not be taken up by the pupils till the fourth or fifth year has been reached in language formation. There is some difference of opinion among teachers as to the time of the introduction of Grammar into the classes. But the predominance of opinion decides that fifth or sixth year pupils are better prepared for the use of the textbook or technical Grammar.

Under the old regime—fifty years ago when language lessons were not taught in the schoolroom, the old teacher put a book into the hands of the pupils as soon as they reached the subject of Grammar.

There has been a revolution in the schoolroom in the last quarter of a century, and language lessons have been made the basis of study before the pupil is introduced to the study of Grammar. In other words, the language—simple expressions—is made the subject of preliminary study before the technic is introduced.

When Grammar is reached and the pupil is prepared to understand the simple constructions, then the parts of speech which make up the language should be taught.

The following suggestive outline of study of Grammar may be followed with profit:

(1) Language lessons as above indicated, should be taught with increasing developments as pupils advance.

(2) Simple sentences with principal parts learned and applied. Example: Subject—*John* is sick. Pred.—Sarah *plays*.

(3) The Parts of Speech should be learned and practical application made of their use. Ex.: Nouns, Pronouns, Adjectives

Verbs, Adverbs, Conjunctions, Interjections, Prepositions, Participles.

(4) A study of the Parts of Speech and their modifications and variations.

(5) The sentence, its construction and classification.

(6) Analysis—and technical constructions.

(7) Parsing and Diagraming.

Some Observations on Grammar.

(1) Language lessons should begin at home in the cradle.

(2) Association begets assimilation, therefore parents should guard with much care the child's companions.

(3) The teacher should be the example for pupils in the use of language as far as possible.

(4) The textbook should not be put into the hands of pupils till about the fifth or sixth year. Before this the teacher should furnish the material for the pupils till they have arrived at the point where they can understand what they read.

(5) Much writing and much drilling through all the years of child training in connection with wholesome environment will make good English speakers.

Summary—

1—The language of a people.

2—The Negro uses his master's language.

3—It takes educated people to learn correct forms.

4—Has fallen heir to the English language.

5—With the coming of freedom, has come education.

6—Much trouble to undo incorrect forms.

7—The *three* reasons for these troubles.

8—(*a*) Improvement in home environment. (*b*) The social environment closely associated with the home. (*c*) The school training closely allied to the home.

9—Some suggestions offered: In an illiterate home there is no change.

10—In Afro-American schools much vigilance manifested.

11—The following order of teaching suggested: (*a*) Writing exercises. (*b*) Copying of short sentences. (*c*) Pupils write from dictation. (*d*) Writing sentences about objects. (*e*) Writing of actions. (*f*) Writing stories which pupils have learned. (*g*) Writing substance of reading lessons. (*h*) Writing stories from pictures. (*i*) Writing stories read by teacher. (*j*) Writing stories by answering questions.

12—Technical Grammar.

13—An outline—1, 2, 3, 4, 5, 6, 7, 8.

CHAPTER XII.

XVII. READING---HOW TO TEACH BEGINNERS.

Reading in the Public school is one of the first studies in its important bearing upon the relation of the student with everything else in the course of study.

The first work done in school by the pupil is to learn how to read, and the teachers of the ages, past and present, have been devising methods of how to teach Reading, until the number of methods has multiplied many times.

That Reading is the basis of all other studies is seen, in the fact that there is no literary attainment without it. Without reading, the teacher cannot hope to move in any direction, and thus sets herself to work the first day to clear the way for every other study that the course may contain.

Mr. McKeever says, "The ultimate end of teaching this subject is, roughly speaking, to enable the student rightly to appreciate and to interpret good literature, such as will help to make him a better and a happier member of the family circle in which he lives, and a stronger and more useful member of society."

As was intimated at the beginning the methods of teaching Reading have multiplied as fast as the minds of men have expanded, and what once was the one only method of teaching Reading has become the many methods of to-day.

The question now is, "Which method?"

With the old teacher there was only one method of teaching Reading—the A-B-C method.

Indeed, the writer himself was taught to read by this method, and though this method is obsolete now, the results of the only old way were good, and children were taught as rapidly as the method would allow in those days.

Let us discuss in short, some of the various methods of teaching reading for the purpose of benefiting the young pedagogue who may chance to read these pages.

(1) The *A-B-C* method is the old way of teaching Reading, which has long since served its day and has added its hundreds of thousands to the number of individuals who have been taught to read in the schools of this country. This method is now obsolete, and others have taken its place.

(2) The *Word* method has been substituted for the *A-B-C* method since the advocates of the former assumes, not without reason, that the child-mind grasps things more easily in wholes than in parts; that the eye of the child recognizes the word more readily if he is not confused by attention to the elements, i. e., the letters of which it is composed.

(3) The Word method seems to be the most widely used of all the methods, and has the preponderance of indorsement from the school men.

(3) The *Object* method is the first method to be used by the teacher when introducing the subject of Reading. In fact, it is the beginning, and hardly can be called a method, since it soon fades into the Word method.

The teacher presents the object to the pupil and draws out from the pupil by questions whatever it knows about the object. The Word method begins at this point.

(4) The *Sentence* method assumes that children learn to read by taking in groups of words at a glance rather than single words. Someone calls this the Thought method.

This method assumes that the mind can take in the thought, *I see a cat*, rather than first learning the words, *I, see, a, cat.*

(5) The *Phonic* method is the use of the sounds which make up the word in teaching the word.

Many teachers claim success in teaching reading by the use of the Phonic method, but while some hold to this method, many have united in advocating the teaching of the sounds with other methods.

(6) The *Synthetic* method takes its name from the fact that it gives great stress to the teaching of words by the synthesis of their phonic elements.

It makes free use of diacritical marks to denote the pronunciation of words, and rules are given for the sounds of vowels, for silent letters, etc.

(7) The *Syllabic* method. The ability to recognize syllabic combinations of letters, is the real secret of the A-B-C method in giving facility to pupils in naming new words at sight. In the old time A-B-C method, after the letters were learned, the pupils passed to combinations of letters into syllables; as, ba, be, bi, bo, bu, by, ca, ce, ci, co, cu, cy, etc.

The naming of methods might be continued, since we have not

exhausted the list, however, we have named a sufficient number to assist the reader who may be looking for methods of teaching.

By way of passing, we wish to note that it is now claimed by many teachers that the best results in teaching beginners, come from a combination of the methods, for instance, Object, Word, Sentence and Phonic. Each teacher should decide for himself after experiment, which method gives the best results.

Whatever method is employed to teach the pupil, the teacher should begin with the purpose in view to go slowly and surely every step of the way.

Mr. B. A. Hinsdale in his work on Reading, says, "The teacher should be guided by the following canons: (*a*) The pupil must at once attack the symbolism of the printed page. This consists of arbitrary characters combined in a great number and variety of ways. The first step towards reading, is to learn to recognize these characters, both singly and in combination. This is in great part, a mechanical mental operation in which success depends mainly upon quickness of mind and practice. It is an art in itself.

(b) The pupil will at the same time attack the vocal values of these characters, also singly and in combination.

(*c*) On the day that he enters the school, the pupil should also attack the significance of the literary symboleo."

In other words, Mr. Hinsdale sums up the above thus:—"Reading involves (1) recognition of the printed symbols, (2) ability to express their sound equivalents, (3) understanding of the subject-matter."

It is apparent that the pupil must know well the characters which make up words before he can express the word, and that he must be able to express the word before he can understand the word. These fundamental steps should be taken by the teacher with much care.

The author hopes, in this connection, to give his own ideas, found after years of school work on the subject of Reading. As we indicated in the beginning of this chapter, Reading is the most important of the many school branches. Important because it is the basis of all knowledge.

Teachers, as a rule, do not put sufficient time on this subject not only in the primary grades, but in the advanced grades. The result is, the pupils in the primary grades are invariably poor readers and consequently poor readers in the advanced grades.

Another reason our schools have such poor readers in the primary grades, is this: The teachers of these pupils are themselves poor readers in many cases, and of course, the teaching is poor. We mean here, as refers to the teachers, poor readers in the sense

of not being able to teach reading to their pupils so thoroughly as to make good readers of some of them.

Our pupils in the primary grades read as they are allowed to read in the classes, in a sing-song, jerky, drony manner, just as they are allowed to talk.

It is the teacher's mission in the schoolroom to teach reading as the child has to talk, for reading is only talking.

The writer has gone into a teacher's room and found her engaged with her reading class, and the following is the procedure:

"Now, Mary, you may read the first paragraph." Mary gives the page, number and subject of the lesson, etc. She then reads one word at a time in a long, drony tone, but makes out to get through the paragraph with the teacher's help, without stopping to spell the words, though she made many starts and jerks at the long words. Some of the words were pronounced by the teacher, as Mary hesitated upon her approach to them. It took the pupil about five minutes to read a short paragraph of four or five sentences with the teacher's help. When she had finished, the teacher made no comment on the reading, but apparently satisfied that she had performed her duty by pushing the pupil over the long words, said to the next pupil, "James, read the next paragraph." James reads his paragraph in a similar manner, assisted by the teacher to pass over the hard words.

This same procedure is kept up during a whole recitation period with no teaching by the teacher save the help over hard words. The whole purpose of the teacher seems to be getting along and getting around to all the pupils.

But should this be the purpose in teaching reading? The teacher has a large class, but running over the reading lesson in order to have all read, does not benefit the individuals in the class. It may enable the teacher to get around to each individual of the class and it may enable her to go over a certain amount of work in a given time, but is this teaching reading?

Is it not quality rather than quantity at which we aim? What about the pace of the pupil? The tone? The manner? The pitch? Modulation? It is said by some teachers that pupils should become their own models; that the teacher should not make herself the model for the class by reading for them.

Much depends upon the fact as to whether the teacher is herself a good reader. Whether she is a good reader or not, she must read or pronounce for the primary pupils. In primary reading, therefore the teacher must be the model. Calling on pupils to read repeatedly without reading for them sometimes, falls short of the desired end. The teacher, therefore, even in advanced grades,

having in her mind how she wants the pupils to read, often gives the pupils the model by reading herself.

Reading as taught in the advanced classes, has also some of the same objections offered to the teaching in the primary grades.

The pupils of the public school should be good readers after eleven and twelve years of training as obtained in the High school of a well organized public school. When they have completed the course and graduated, it ought to go without saying that the majority of them are good readers. That the contrary is the rule with those who finish the course in Afro-American schools, is a fact which the most skeptical can have demonstrated by an examination of the pupils as they come out from the schools annually.

Now, some of the fault may be attributed to conditions in our schools. It takes time to teach reading, and it takes time for pupils to learn how to read. As our schools are now constituted, teachers do not have the time to give to a recitation.

In an average Negro public school, one teacher has fifty and sometimes eighty pupils crowded in one room, with four or six grades to hear in one day. The time given to reading is 25 or 30 minutes, and in many instances less time is given to a class of twenty pupils.

The period is short and the teaching is short. The pupils, therefore, get short instruction. The result of this crowded, hurried condition of the class room is seen and felt in the final round-up of the student's education, when he completes the course.

A second reason may be attributed to a lack of tact and teaching adaptability on the part of many of our teachers who have charge of the reading classes. As we have said, it takes much drill and training on the part of the teacher to produce good readers, and if the teacher herself is not very tactful and skilful, the pupil will suffer in her hands.

In the conclusion of this subject, let us point out some salient points which we consider the life of the reading class:

(1) The reading class must be in the hands of a wide-awake teacher who knows how to read, and who is tactful, artful and vigilant.

(2) Conditions as they now exist, in the Negro schools in the country, should improve in order that the time element may not enter as a factor to prevent the success of the teacher who is capable of producing good results in her reading classes.

(3) Conditions being ripe, the teacher should employ the best methods, continuous drills and much reviews, and teach more thoroughly than has ever been done heretofore.

(4) In the teaching of beginners, the Word method combined with the Sentence and Phonic methods, may be employed.

(5) For the preparation of pupils for becoming good readers, Mr. White's requisites for teaching the words of a lesson are here recommended; "(*a*) The writing of all new words in the lesson as a part of its preparation. (*b*) The reading of the copied words from slate or paper in the class. (*c*) The oral spelling of the words in the lesson, by sound and by letter. (*d*) Teaching of the meaning of the new words by objects, by illustrations, by use in phrases and sentences. (*e*) The use of the words thus taught in original sentences, both oral and written."

(6) Teachers should put much time on teaching the thought in reading. As a rule, our children form the habit of reading with their mouths and not with their minds. A lesson is not read till the thought of the author is brought out. Let that be the prime object in each lesson.

(7) Pupils should master one series of books and then a supplementary series be used in order to give freshness to the reading and to create a thirst for varied reading.

(8) Teachers should keep in mind from the beginning, the idea of developing in the minds of the pupils a love for good literature, which is one of the prime objects of teaching in the advanced grades.

(9) The pupils should be required to study the reading lesson as thoroughly as any other lesson in the course.

(10) The teacher should keep in view the fact that the pupil once in possession of the attributes of a good reader, is prepared to educate himself in all that pertains to literature; that the education of the pupil therefore, depends upon his knowledge of and love for reading.

Summary—

1—Reading in the public schools is one of the most important studies.

2—Without reading a teacher cannot hope to move in any direction.

3—What McKeever says.

4—The methods have multiplied.

5—With the old teacher there was only one method.

6—Discussion of the various methods of reading, the A-B-C, the Word, the Object, Sentence, Phonic, Synthetic, Syllabic.

7—The Object, Word, Sentence methods combined.

8—What Mr. B. A. Hinsdale says in his work on reading.

9—The characters must be taught first.

10—The writer's own views on the subject.

11—Teachers, as a rule, don't put sufficient time on this subject.

12—Reading the basis of all knowledge.
13—References to teachers.
14—Pupils of primary grades read in a sing-song manner, etc.
15—The writer's experiences in visiting reading classes.
16—The purpose of some teachers seems to be to get along get around whole class; and cover the work.
17—Quality, not quantity.
18—Some say that pupils should become their own model.
19—Reading as taught in the advanced grades has same objection as that named in teaching primary grades.
20—Pupils should be good readers after eleven years of study and training.
21—That the contrary is true, may be manifested by examination, etc.
22—It takes time to make good readers.
23—Negro schools have one teacher for 50 or perhaps 80 pupils.
24—Results of this crowded condition.
25—A second reason given.
26—In concluding this subject, let us discuss some points as follows:

(*a*) The reading class should be in the hands of a wide-awake teacher.
(*b*) Conditions should improve.
(*c*) The time element considered.
(*d*) Best methods should be employed.
(*e*) Combination of Word, Sentence, and Phonic methods.
(*f*) White's five requisites are recommended for preparation of the pupil.

27—More time should be given to teaching the thought.
28—Thorough mastery of one series at a times.
29—Reading lessons should be studied.
30—Teacher should keep in view the fact that a pupil can educate himself when once in possession of love for reading.

CHAPTER XIII.

XVIII. NUMBERS.

Numbers—arithmetic is the study in school, upon which the promotion of pupils is reckoned, and it is the most difficult branch of study in the course.

That Afro-American pupils have serious trouble with this branch of their education, cannot be denied when you come face to face with the facts as they really exist in the schools everywhere.

For a long time after the Negro was emancipated, it was argued that he could not learn mathematics only in the rudimentary form. Many of his former owners took the position that the science of numbers could be learned only by trained minds, and, since the Negro's mind was not trained by reason of his long years of servitude, that his mastery of this subject was impossible. On account of the prevalence of this opinion, the progress of the Negro students were curiously watched for a long time. It was soon seen that the untutored mind of the Negro when subjected to proper training, could master the science of numbers as well as other things, and that with favorable conditions, his progress was rapid.

Notwithstanding, it has been proved that Negro pupils make advancement in numbers, we are prepared to assert that this subject gives him much concern. This may be said with equal truth of other races, since Arithmetic requires more thought than other studies.

But let that be as it may, it must be admitted by those who teach in our schools, that the average pupil has much trouble with Arithmetic. This is especially true with the girls—few of pupils (girls) ever becoming proficient in that branch. Others may not take the view as expressed by the writer on this point, but we are free to give the matter, as we have seen it through years of personal experience in the schoolroom. In this connection we are prepared to go further and advance an opinion as to the reason our pupils have so much trouble with Arithmetic.

In the first place, we attribute some of the trouble to the lack of home training. In other words, the parents at home who must give the child its first ideas, are themselves uneducated and cannot assist the child to form proper concepts of numbers, and hence it gets seven, eight and ten years of age before any assistance is given it in thought making, therefore, when the child enters school it has no resources from which to draw. This view of the subject may corroborate the one held by some of the former masters concerning his lack of mental power, but our view is given for what it may be worth in this discussion.

In the second place, in order that the young may have clear ideas and mathematical minds, their environment must be pure, cleanly, elevating and free from the low and vulgar. In many cases, it is not so with the Negro child's environment—it comes to school many times burdened with a load of encumbrances of the most humble and degrading character.

Third, many of the teachers who have been employed in our schools are responsible for much of the seeming dullness in mathematics which the pupils of the schools possess in a more or less degree. We make this charge advisedly, since our relation with the schools for 30 years or more prepares us with inside information along this line. We mean in this connection, that the schools have many times employed teachers who were themselves not prepared in Arithmetic to teach the pupils under them. That this subject is a source of much trouble to many of our teachers in stated examinations, is generally known in this State among the school people, and many of our teachers are failing in these examinations by reason of their weakness along this line.

Fourth, the weakness of pupils in the advanced grades, may be justly attributed to the work in the grades below, for the pupils in the higher grades are usually what they are in the lower grades. This is to say, that if pupils are started off poorly in the lower grades, the weakness follows them throughout the school.

The primary training in numbers by teachers who are weaklings in this subject, has much to do in affecting the life's work of students under their training.

In view of the foregoing discussion, we offer some suggestions here, for the improvement in coming years of the work in Mathematics as taught in our schools.

(1) There should be an earlier start made at home with the training of children. This idea assumes that the parent stock has been improved on in time to commence early to train the offspring, and thus prepare the child at home for the education that must follow in subsequent years.

(2) The training in the schoolroom should be more thorough,

and to insure thoroughness the teachers in charge of the schoolroom work should be of that class that have made special preparation along lines which they pretend to teach. In other words, teachers of Arithmetic ought to know something about the subject, and should prepare for it or not offer themselves for the position.

(3) In the class work in the grades, there should be more drill work done by the teachers in Arithmetic. We believe in drill work in numbers from the time the child enters school at six or seven years old, till he finishes the High School.

The minds of the young are plastic and capable of impressions in early years, which cannot be made in subsequent years. The more drill, the more thorough the impressions.

Mr. White in his Elements of Pedagogy advocates drill work in the schools in the proportion of 4 to 1, between the ages of 6 and 10; about 3 to 1 between the ages of 10 and 14; about 1 to 3 between the ages of 14 and 18. It will be seen, therefore, that the best authorities are agreed on the point of drills for primary work. We recall the work of the old school teacher under the influence of the old education. It was drill in the Webster Speller; it was drill in Arithmetic when the pupils were called up at the opening of the school in the morning and drill in the multiplication tables at stated times during the day. A tune was set to the multiplication tables and the song practiced twice a day, till any member of the class could raise the tune and sing the tables.

It was drill in the Geography at the close of the day, or whenever the class was called up to sing the Geography song, which was set to include all the States and capitals. With the present day teacher this kind of drill in the schoolroom is too fogy to be even discussed only as a relic of bygone days. But there were many good results obtained by the old way. Some of our best teachers and scholars of the present day, were taught by the old system.

While we do not advocate a return to those old methods, we do advocate the practice by present day methods, drills sufficient to rivet upon the minds of the pupils the principles and work gone over.

(4) In order that the writer's idea of teaching this subject be outlined for practical purposes, the following plan of the study of Arithmetic is suggested:

(*a*) Primary or oral work covering the first four years at school. (*b*) The Grammar school or work covering three years—Fifth, Sixth and Seventh Grades of the school. (*c*) The Advanced grades, or High School work, covering four years of work in the higher grades.

In this connection we shall now discuss in short, the work of numbers as we think it should be put in these departments, at the same time not hoping to cover in these few pages sufficient ground on this subject, to warrant a course of study, which could hardly be expected in a book on school management. We shall hope to merely touch the course—giving examples in some instances to illustrate our idea of teaching Arithmetic.

(1) The first work in numbers should be concrete, and have for its purpose the teaching of numbers. Children have no idea as to what number is when they begin to count, and their progress will be rapid in proportion as they learn what number is, and how to multiply and decrease it. Much time in the primary grades has been spent by unskilful teachers in having pupils call out numbers without signing any names to them. It may sound well and appear to be advancing a pupil rapidly to have him learn to count the first year from one to one hundred. Indeed, under the old system we have taught many pupils to rattle away with numbers to one hundred in three months. But what has been accomplished when the pupil can count rapidly from one to one hundred? There is one thing accomplished which must be, namely, the mechanical work. Does the pupil have any conception of values from one to one hundred?

The proper way to proceed is to go slowly, but surely, teaching concretely the numbers from one to ten, and from ten to twenty, etc.

The following lessons will illustrate some steps in the year's work as prepared for this work by Mrs. N. L. Perry who has been in charge of the Primary grade in the Corsicana City School for eight years.

Most pupils when they come to school, know the numbers 1 and 2, and sometimes their symbols. But to begin their systematic training these numbers are reviewed. The numeral frame in the hand of the teacher and blocks in the hands of pupils are accurate material with which to begin.

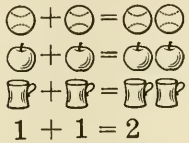
After a conversation about one object and two objects, pictures of blocks may be drawn on the board and copied by the pupils.

Lesson I.

This drill should be so thorough that pupils can tell at a glance how many are in each group.

Lesson II.

Then little problems are built thus: □ + □ = □ □, and read one block and one block are two blocks. Other pictures are made to impress more indelibly upon the mind and also for seat employment.



1 + 1 = 2

Lesson III.

Pupils are now able to make little stories as one pencil and one pencil are two pencils. One tablet and one tablet are two tablets. One boy and one boy are two boys; etc.

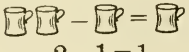
Pictures for seat employment may vary.

Lesson IV.

This little game of "Hide and Seek," is played for the introduction of the separation of the number. Teacher holds up two pencils, the class says, "I see two pencils." One pencil is hidden, then the class says, "I see one pencil." Thorough drill on this, and the teaching of the meaning of the words *less* and *leaves*, this thought is developed, Two pencils less one pencil, leaves one pencil.

The picture lesson for seat occupation may then be written on the board.

□ □ − □ = □



2 − 1 = 1

Lesson V.

Number three is taken up after a thorough drill of number two.

□

□ □

□ □ □

Drill on number in each group.

Pupils with blocks in their hands should develop the two groups that make three, as one block and two blocks are three blocks, or two blocks and one block are three blocks. Other objects may be used in order that the lesson may not grow non-interesting.

Seat occupation:

□+□□=□□□ 1+2=3

□□+□=□□□ 2+1=3

Lesson VI.

Number three is separated into its parts.

Here again the blocks are used by the pupils. A group of three blocks is placed, one is taken away and the remainder is told by pupils. Next, another block is taken away and the remainder is told by pupils Little stories are made by the class with the aid of the teacher, as, John has three blocks and lost one, how many had he then? John had three blocks and lost two, how many had he then?

Lesson VII.

Number four is now developed:

□
□□
□□□
□□□□

For group drill.—

Each division of number four should be dwelt upon at length. Unless the class is very precocious, all the parts should not be given for one lesson.

Pupils with the aid of the teacher can develop the first group of four, thus; with four blocks held in one hand, or on the table, two groups are made, one group contains one block, and the other group contains three blocks. The pupils will readily see that one block and three blocks are four blocks.

This group should be thoroughly drilled, and little stories made.

Section 2—With blocks two groups are made, each group containing two blocks; two blocks and two blocks are four blocks.

Section 3—Two groups are made, one group containing three blocks, and one containing one block: three blocks and one block are four blocks.

For seat occupation under each section the pictures may be made.

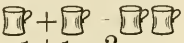
□+□□□=□□□□
1+3=4
□□+□□=□□□□
2+2=4

□□□+□=□□□□

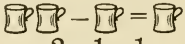
3+1=4

Lesson VIII.

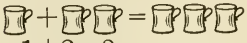
This lesson should be a thorough review of all the lessons thus far, also a picture, thus learning to do by doing.



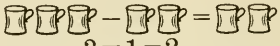
1+1=2



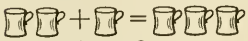
2−1=1



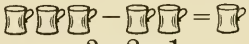
1+2=3



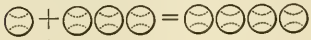
3−1=2



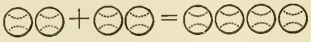
2+1=3



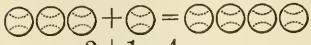
3−2=1



1+3=4



2+2=4



3+1=4

Lesson IX.

The game of Hide and Seek may be played in learning to separate the number four into its parts. The teacher holds four blocks, or other objects as the case may be, before the class—the class says, "I see four blocks." The teacher takes away one block, the class says, "I see three blocks." The teacher takes away two blocks, the class says, "I see two blocks." The teacher takes away three blocks, the class says, "I see one block." After thorough drill, the class should be able to make a picture on their tablets of lesson learned.

Seat occupation:

□□□□−□=□□□

4−1=3

□□□□−□□=□□

4−2=2

□□□□−□□□=□

4−3=1

Other pictures may be made, and the class may otherwise be occupied by separating the number, using beans, pebbles, corn, etc., using straws or splints to make the signs.

Lesson X.

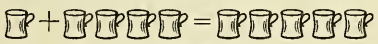
Number five is next developed.

□
□□
□□□
□□□□
□□□□□

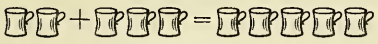
For group drill.—

The class may be able in this lesson to develop all the parts of number five in one lesson. The ability and age of the class should be the guide. The class using blocks may develop the number. One block and four blocks are five blocks. Two blocks and three blocks are five blocks. Three blocks and two blocks are five blocks Four blocks and one block are five blocks. Little stories may be made and illustrated by pupils. The teacher says, "One bean and four beans are five beans," at the same time each pupil makes the groups on desk.

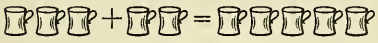
Seat occupation.



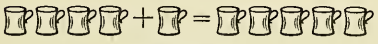
1+4=5



2+3=5



3+2=5



4+1=5

These lessons as given, do not mean one lesson for each day, because the class may not be able to grasp each lesson thoroughly.

The Second Grade Work.

The second grade work of pupils in numbers should continue as begun in the first year with the use of concrete examples. Where the first year's work leaves off, the second year should begin.

The following drills are suggested:

6 balls and 1 ball are 7 balls.
6 balls and 2 balls are 8 balls.
6 balls and 3 balls are 9 balls.
6 balls and 4 balls are 10 balls.
6 balls and 5 balls are 11 balls.
6 balls and 6 balls are 12 balls.

6 balls and 7 balls are 13 balls.
6 balls and 8 balls are 14 balls.
6 balls and 9 balls are 15 balls.

Memory Practice.

6 − 1 = ?	7 − 1 + 2 = ?
6 − 2 = ?	7 − 2 + 3 = ?
6 − 3 = ?	7 − 3 + 4 = ?
6 − 4 = ?	7 − 4 + 5 = ?
6 − 5 = ?	7 − 5 + 6 = ?
6 − 6 = ?	7 − 6 + 7 = ?
	7 − 7 + 8 = ?

3 marbles + 2 marbles − 2 marbles = ?
4 cats + 4 cats − 3 cats = ?
5 cats + 5 cats − 4 cats = ?
6 chicks + 3 chicks − 5 chicks = ?

Abstract numbers for practice:

1 + 2 + 3 + 2 + 3 = ?
1 + 4 + 1 + 3 + 4 = ?
1 + 3 + 2 + 3 + 5 + 1 = ?
1 + 4 + 1 + 2 + 6 + 2 = ?
1 + 5 + 2 + 3 + 5 + 1 = ?
1 + 6 + 3 + 1 + 4 + 1 = ?

(2.) 1 + 1 + 1 + 1 + 1 + 1 + 2 + 2 + 2 = ?
2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 = ?
2 + 3 + 2 + 3 + 2 + 2 + 2 + 2 + 1 = ?

(3.)	(4.)	(5.)
2 x 2 = ?	3 x 1 = ?	4 x 1 = ?
2 x 3 = ?	3 x 2 = ?	4 x 2 = ?
2 x 4 = ?	3 x 3 = ?	4 x 3 = ?
2 x 5 = ?	3 x 4 = ?	4 x 4 = ?
2 x 6 = ?	3 x 5 = ?	4 x 5 = ?

Lessons in concrete numbers.

6. Mary sells 8 eggs on Monday, 9 on Tuesday, 12 on Wednesday, 14 on Thursday, 16 on Friday, and 20 on Saturday; how many eggs were sold in all?

Rapid combination—

7. Add

(1.)	(2.)	(3.)	(4.)
22	24	467	678
12	21	243	434
24	32	224	256

8. Subtraction:

	(1.)	(2.)	(3.)	(4.)
From	86	98	164	248
Take	43	24	41	123

9.

	(1.)	(2.)	(3.)	(4.)	(5.)
From	48	69	87	224	886
Take	29	23	35	106	194

Third Grade.

Some teachers advocate the use of the book for the third year's work. That is, the use of the book by the pupils. But in our experience pupils do better work under the direction of the teacher than with book in hand.

Under the direction of the teacher the work of the third year can be taught advantageously to the class, since the teacher can arrange and suggest arrangement, can select the kind of problems suited to the age and habits of thinking of the pupils.

The following selections and arrangement of drills are suggested:

1. Counting by 2's to 100.
2. Counting by 3's to 100.
3. Counting by 4's to 100.
4. Counting by 5's to 100.

Concrete work.

5. What will six days' work bring at $1.22, $2.24, $3.56, $2.50, $4.50, $2.67?
6. If a pair of shoes cost $2.75 and sold for $4.50, what was the difference in the buying and selling?
7. Drill work: rapid combinations—

$1+2+3+4+5+6+7+8=?$
$2+3+4+5+6+7+8+9=?$
$3+4+5+6+7+8+9+10=?$
$4+5+6+7+8+9+10+11=?$
$5+6+7+8+9+10+11+12=?$

To be added up or down also.

8. $8-2+3=?$
$8-3+2=?$
$8-4+4=?$
$8-5+5=?$
$8-6+6=?$
$8-7+7=?$
$9-8+8=?$
$10-9+9=?$
$11-10+10=?$
$12-11+11=?$

9. Teach the multiplication tables from 2 to 10 with practical problems and drills.
10. Oral Drill:

5|25	5|28	5|30	5|37	5|47
6|18	6|24	6|27	6|32	6|37
7|14	7|20	7|31	7|27	7|37
8|16	8|24	8|30	8|37	8|40

Drill and seat work

11. Add—

(1.)	(2.)	(3.)	(4.)	(5.)
245	657	476	444	678
246	548	245	546	781
224	263	234	123	313
245	231	542	898	545
	245	346	423	718
			234	346
			434	745
			434	854

12. If John can ride 25 miles in 5 hours, how far can he ride in 8 hours? 9 hours? 10 hours?

Fourth Grade Work.

Beginning where the third grade left off, the fourth grade continues to do drill work both in concrete problems as well as in abstract problems selected by the teacher.

1. Count by 5's and by 6's to 100.
2. Count backward by 3 from 100 to 1.
3. Count backward by 4 and 5.

Drill work—

(4.) 10+20+40+60+50=?
5+10+20+10+15=?
20+10+5+25+25=?
40+15+20+30+60=?
50+25+5+10+30=?
60+30+5+10+15=?

Count up or down.

5. If you work 6 days for $2.40, what will 9 days' work bring? 8 days? 10 days?

6. Teach the multiplication tables thoroughly from 1 to 12 with practical problems illustrating.

7. If 8 pounds of cheese cost 40 cents, how many pounds will pay for 10 pounds of nuts at 8 cents a pound?

8. Drill work: rapid combinations.

(1.)	
24245	2486
24247	2784
78454	5474
84467	2676
25448	2348
24744	2424
22222	4446
33332	2784

9. 45 45 45 45
10 100 1000 10000

10 | 4500 100 | 45000 1000 | 45000

10. 11 | 88 10 | 1000 100 | 4000

The work of the first four grades of the public school as indicated above, is intended to be oral; and is to be supplied by the teacher. As we mentioned in the commencement of this chapter, we don't intend to prepare an arithmetic here for the benefit of the classes, but rather a suggestion of drill work, since in our experience of managing schools we find that there is not sufficient drill work done by the teachers to make sure the steps gone over.

The Grammar School Arithmetic.

The book is put in the hands of the pupils in the fifth year, and the work done under the guidance of the teacher. Pupils should be taught to be independent and to learn the solutions of problems themselves rather than depend upon the teacher or anyone else to do the work for them.

There is much sham work done in the Grammar School when pupils begin to use the book. Lazy pupils depend upon the bright ones to get the answers to problems, and when they fail to get answers they lose interest in their work.

In the fifth year, much practice work should be given both in the book in hand, and in supplementary work. When all the problems have been worked in the text in hand, the teacher should give as much supplementary work as the time and condition will allow, always keeping in mind the more practice, the more thorough will the pupils become.

The Aim.—The prime aim in the Grammar grades should be, with the teacher, to create a love for research—a desire to work out the answers to problems and prove the result. In other words, a love for independent thinking. This was not the aim of the common school teacher of the old school, whose highest ambition was to go over the work even with his method of getting the answers out for pupils and doing much of the work for them.

The time is demanding much improvement in our methods of teaching Arithmetic in the school room, in order that the pupils that go out from us annually, may become more independent in their work in the school examination and in their life work.

Fractions.—Some author has said that a thorough knowledge of fractions is a thorough knowledge of arithmetic. That there is

much in this saying, may be judged from the work of teachers and pupils who have mastered fractions. Pupils who work fractions readily have little trouble with other forms of arithmetic.

The first work in the teaching of fractions is to develop the idea that the parts make up the whole. It is hard for children to see this, and if they are not started off properly, they labor in the dark a long time. Some teachers are at a loss as to how to begin the teaching of fractions—whether to begin with an apple, an orange, a piece of crayon, a stick or a line on the blackboard. Why not take any convenient object—a piece of paper, a square figure or a rectangle made on the board, cut into halves to develop the idea of a half, and from the half into fourths to develop the idea of one-fourth?

Talking from the text book about one-half and one-fourth, or one-fifth is not teaching the idea to the class, but better take an object in your hand and illustrate to the eye of the pupil what you wish him to see, and many times the vagueness disappears and the child sees at once the whole piece of paper and the two halves, or three thirds, or four fourths which make up the whole.

This vagueness overshadowed the writer for some time when he was beginning the study of fractions, because the teacher himself was vague and did not clearly see. The teaching of the subject of fractions depends upon the teacher. If the subject is clear in his or her mind it can be made clear to the pupils' mind and the thoughtful ones of them will soon learn it.

The following facts must be made clear in the teaching of fractions:

1. The unit of the fraction. That is, the whole number which has been divided into parts.
2. The fractional unit—any one of the equal parts into which the unit is divided.
3. That the whole number is equal to the sum of its parts, and the sum of its parts is equal to the whole.
4. That the denominator shows the number of parts into which the unit has been divided, and that the numerator shows how many parts are taken.
5. That fractions are added or subtracted or divided when they are reduced to similar denominations.
6. How to change fractions to similar denominators by inspection.
7. How to shorten the process of multiplication by factoring or cancellation.
8. How to divide fractions without inverting the terms of divisors.
9. That decimal fractions differ from common fractions only in

their denominations, and that one can be converted into the other.

10. That the decimal point sets the value to the fraction and therefore, this point can never be overlooked in the handling of decimals.

Advanced Grades.

As has been mentioned in the primary grades, the pupil will be in the advanced grades what he has been in the lower grades, with sometimes notable exceptions. The rule, we believe, will work. If a pupil has started off with a poor foundation, he will, of course, build on that foundation and in after years the structure will be insecure. This is to say, that if the pupils in the primary grades do not get the rudiments of arithmetic and the principles fixed in those grades, they will be, in consequence, weakened in the advanced grades and during the entire course in school the effect of the poor start will be felt.

It is very necessary therefore, to see to it that the strongest teachers be put at the bottom where the foundation is to be laid. Having this as it should be, then it follows that the good work begun should be continued throughout the course, for there is such a thing as checking the growth of a plant for want of moisture or air, or stopping the advancement of a pupil for want of proper light on the subject.

Pupils in the advance grades should be made to do independent work even more so than in the grammar school. Here is where the mathematicians are to be developed, and students must be held to independent and individual work.

We have emphasized and made prominent this matter of independent work, for the reason that in our experience in Negro schools there is much sham work done and many students are being carried along on the wings of a few strong ones. We trust therefore, to direct the attention (in this little work) of the teachers to this weakness, that efforts will be taken to improve the scholarship of the advanced grades in order that the products of the schools in the future, may be stronger and more healthy than at present.

Some Suggestions for the Advanced Work.

1. Students should be required to study at home the arithmetic lessons assigned at school.

2. The teacher should allow students to think for themselves, and not work out the problems for them. Some teachers take the time of the school in working out the long, hard problems for the students. Better lead them into the way and allow them to discover for themselves the hidden truths. It is better to make sug-

gestions and retain the class after hours for special assistance than attempting in the class to save time by doing all the work.

3. *Frequent Examinations or Reviews.*—Frequent reviews in the advanced classes of problems gone over, will have much to do in making the step taken clear, and fix in the minds of the students the principles underlying the work.

4. Pupils should be required to analyze the major part of the problems given in their daily work. There is no such thing as written solutions of problems. Solutions are mental. That is, the process by which the solution is made is a mental process and the written work is the putting into words the mental solution. Without this mental solution there can be no written problem.

Analysis is the soul of arithmetic, and should be employed by teachers without stint, to develop the minds of slow students.

The following problem analyzed step by step will assist the pupil to see the process: A man had $250, 3-25 of which was 5-6 of 6 times what his son had; what did his son have? *Analysis*:—If $250 is 3-25 of some number, 1-25 of that number is 10, and 3-25 is 3 times 10 or 30; if 30 is 5-6 of a number, 1-6 is 1-5 of 30, or 6, and 6-6 is 6 times 6 or 36; if 36 is 6 times a certain number, once the number is $6.

5. *Percentage.*—The subject which stands next in importance to fractions in arithemtic is, in our opinion, Percentage. Students should begin early on this subject, for it is most essential in its bearing on the business side of the student's life. While this subject is essential to the preparation of students for business, and while it is a fact that there is little business transacted without the principles of percentage coming in to solve the problems, it is a fact that our students begin the study of this subject late and therefore, few of them master the principle.

A seventh or eighth grade pupil is tardy who does not see or cannot readily estimate the relation between 4 pounds of butter and 6 pounds of butter. It is not hard to see that the difference between 4 pounds and 6 pounds is 2 pounds. But to see the ratio between 2 and 4 and to express the ratio in percentage is not easily seen by the average seventh or eighth grade pupil.

Students in the seventh grade should be trained to see that if a load of wood was bought for $3 and sold for $4, that the gain is $1, or 1-3 the cost. One-third of the cost is 1-3 of a hundred per cent, or 331-3 per cent; that a horse was sold for $90, which included 20 per cent more than the cost of the horse, and that the selling price of the horse, $90 included 100 per cent plus 20 per cent, or 120 per cent; in other words the selling price, $90, equals 5-5 plus 1-5, or 6-5; then 1-5 of the cost price is 1-6 of 90, or 15; and 5-5 is 5 times 15, or $75.

Work of this kind should be done readily by advanced pupils, or else there is not much progress in arithmetic. We trust what we have said on this point may be sufficient to emphasize the necessity of more thorough work for the students of the public school.

Summary:—

1—Afro-Americans have serious trouble with arithmetic.
2—It was said the Negro could not learn arithmetic.
3—It was soon seen that the Negro could learn.
4—He does have trouble—especially the girls.
5—We advance an opinion: (*a*) Home training. (*b*) Lack of proper environment. (*c*) May be attributed to teaching. (*d*) The weakness in advanced grades may be attributed to the lower grades.
6. Some suggestions are offered: *I, II, III, IV.*
7. A discussion of numbers as it should be taught in the classes.
8. The first work should be concrete.
9. The way to proceed—go slowly.
10. Lessons by Mrs. N. L. Perry.
11. The Second Year's work.
12. The Third Year's work.
13. The Fourth Year's work.
14. The Grammar School Arithmetic: (*a*) Sham work. (*b*) The aim. (*c*) Fractions.
15. The Advanced Grades.
16. Some suggestions for teaching in the Advanced grades.

CHAPTER XVI.

XIX. HISTORY---AN OUTLINE.

That the study of History should commence very early in the grades, is the concensus of testimony by the leading school men. The study of History differs somewhat from other branches such as Arithmetic, etc., since there is not much work in it, but more in the love for reading and research.

The love for reading must be commenced or encouraged early in the years of a pupil's schooling, in order that the growth may be onward and upward. In order to stimulate this love for reading and the facts of history, the parent should commence it at home.

We do not intend in this connection, to treat at length upon the subject of History, but merely give a plan of teaching it to classes, and also treat in short, upon its introduction into the classes—(time and place are meant here.)

History may be defined as the narration of the events of the world. Herodotus says that history is investigation and what reveals for our understanding. Emerson and Carlyle say that the history of the world is constituted of the biography of its great men. Others say that history is a record of political movements.

There is a varied number of definitions as to what history is, which need not concern us to the extent that we follow up these definitions. Suffice it for our purpose at this time to know, that history is a study and occupies a very important place in the course of study.

The great question which concerns the teacher is, How can I make history so interesting to pupils that they will like it and put sufficient time on it to get into the spirit of the author and live the history again?

The Indifferent Pupil.

The greatest trouble that the teachers have in the schools in the teaching of history, is the lifeless indifference manifested by students in the study of the subject, and there is much anxiety on

the part of the teacher all the time as to how to arouse an interest in these indifferent pupils.

The fault is not so much in the nature of the study as in the nature of the student and in the nature of the instruction which the student has had during the years of preparation for the advanced grade.

History is the recorded events of the world, and the child that has been trained early in life to read and appreciate the best literature, will not find it hard to get a history lesson. The trouble, as a rule, is in the fact that the mind of the average boy or girl in our grammar schools or in our High schools, has been under the influence of light literature: the dime novel, Wild West, The James Boys, and the like, to the extent that serious literature does not appeal to him or her. The study of a history lesson concerning the discovery of America, the coming of the Pilgrims to this country, the wars among the colonies, the Revolutionary War, the development of the country, are facts which have no special interest to the untrained mind of the student.

When and Where to Begin.

The love for reading, for good literature, must be trained into the pupil early in life—even on the knees of the mother, when she tells stories to her boy of the doings of the people of Greece, of Rome, of Europe, of Asia, or of Africa or of Mexico.

This is to say, the child must be trained while under the influence of its first teacher to love serious things as well as ephemeral things; to love to read of the achievements of great men; the battles of great warriors and the victories of heroes, as well as the things which satisfy the fancy and furnish amusement.

The teaching of History commences, we repeat, as soon as the child commences to listen to the stories told on the knees of the mother who engages her boy concerning the deeds of valor by the world's great heroes.

For the purpose of stating our plan of teaching this subject, we would suggest the following as appropriate divisions into which the subject may be taught:

(1) Legendary or Story Telling.
(2) Primary or Real.
(3) Advanced History—(*a*) Past. (*b*) Current.

The Story Telling period of the child's life is commenced at home as indicated above, and the parent is the teacher.

No period in the life of the child is so full of curiosity, so full of inquiry into the unknown as the period of infancy, when the child sits upon the mother's knees as she tells a story of Mother Goose

or Uncle Remus. This is the period when the mind of the child is most plastic and ever prolific. It will bear the most delicate touch and receive the most lasting impressions.

The materials that should be collected by the parents or teacher for the use of children during the story-telling period, are as follows:

Mother Goose Stories.
Uncle Remus' Fairy Tales.
Aesop's Fables, etc., any stories which are not of the ghost character.

Primary or Real History.

Primary or real history should begin by having the children read the stories of the heroes of our country, of the deeds and valor of the great men of the world, and of the wars waged by the ancients, as well as by the natives of our country. The following will be suggestive:

The Story of Troy.
The Founding of Rome.
Miles Standish.
Washington's Hatchet.
George Washington as a Soldier.
George Washington as a President.
The Story of John Smith.
The Story of Fred Douglass, the slave.
Booker T. Washington's Struggles.

Advanced History.

Reading of pupils ought to be under the guidance of a person who can select the proper books to be read by the young.

The history of our own country should be read by students before the history of other countries. The following order of reading and study will be suggestive:

The History of the United States.
The History of England, the Mother Country.
The History of our State—Texas.
The History of Other Countries.
Ancient and Mediaeval History.

Current History.

Current History should be taught in the classes at the time it happens. Why defer the teaching or narrating to the classes the event of the year of 1912, till they come out in after years in a book Why not give them to the class while they are alive and bristling with interest? Current happenings have more interest for them than the past. Give them while they are fresh.

them may assist someone in preparing for the teaching of this subject:

Historical Outline	Legendary Story-telling	The Story of Troy Romulus Remus Mother Goose Aesop's Fables Alice in Wonderland Grimm's Fairy Tales Gulliver's Travels Robinson Crusoe
	Primary-Real	Stories about the following: George Washington Abe Lincoln Benjamin Franklin Discovery of America Columbus The Pilgrim Fathers John Smith Miles Standish Fred Douglass Booker T. Washington Slavery
	Advanced-United States and Texas—	Written Past: England, Washington, Jefferson, Webster, Africa, Lincoln, Wendell Phillips, Mexico, Patrick Henry, Gladstone, Canada, Calhoun, Queen Victoria, Ancient, Mediaeval and Present, Toussaint L'Overture Unwritten Current: Tuskegee, Booker T. Washington, Race History, Roosevelt, The Rival Parties, Wm. J. Bryan.

Methods of Teaching History.

Most teachers of History agree as to the method of teaching History, that is, the method of having pupils recite. The following are the recognized and most popular methods:

(*a*) *The Topic.* Calling on pupils to recite by topics, the teacher having assigned these to pupils before hand or at the time of recital.

(*b*) *The Catechetical* is the question method. This is the method of asking questions on the lesson and drawing the pupil out by a series of set questions.

(*c*) *The Lecture Method.* This is the method of lecturing on the subject to the class covering the points which the teacher wishes the pupils to know, while the pupil with pencil in hand, takes down the teacher's lecture.

For advanced pupils in High schools, the Topic method is the most preferable, since it makes the pupils more independent and robs him of the possibilities of riding on someone else. It develops individuality and encourages resourcefulness.

The following Outline of the facts to be taught as we present

The Catechetical is open to some criticism, since it encourages the "yes" and "no" habit. Pupils can answer questions with no thought if the teacher is not a very skilful questioner. The question method is sometimes called the Socratic method when it intends to develop a logical line of thought by a series of logical questions.

This method is very powerful in the hands of a skilful questioner.

The Lecture Method is generally used in the Colleges and the Universities where students are mature, and where they are more capable by reason of long years of training, to take lectures with the pen.

Summary:—

1—The study of History should begin early.
2—The love for reading should be encouraged early.
3—We shall not treat at length upon the subject.
4—Definitions by Herodotus, Emerson and Carlyle.
5—The great questions which concern teachers.
6—The indifferent pupils and the trouble which follows.
7—When and how to begin.
8—Divisions of History: Legendary or Story-Telling, Primary or real, Advanced History: past and current.
9—Historical Outline.
10—Methods of teaching History.

CHAPTER XV.

XX. COMPOSITION LESSONS---HOW TO TEACH.

Composition is the art of expressing one's thoughts. The term is usually restricted to the expression of connected thoughts by means of written language.

Importance.

The importance of teaching pupils to compose or express their thoughts correctly, connectedly, and impressively cannot be overestimated. It is a good test as to the ability to use the language when the pupil expresses his thoughts easily and smoothly.

Someone says that there is no more desirable accomplishment than the ability to express one's self elegantly and tersely in one's own language. It is valuable for one to be able to express his thoughts in Greek, or German, or Hebrew, for they give him discipline; but the ability to express fluently the Mother tongue, is to be prized above all else. To do this, the pupils should be taught early to express their thoughts clearly and naturally. It will require much drill and practice in composing.

Composition should begin the first day the pupil enters school, and be kept up throughout the school course. It should be composition of the short sentences, in the first year; with longer ones and short paragraphs the second and third years. It should be Composition in the Spelling classes, in the Arithmetic classes, in the Geography classes, and Composition and Construction in every recitation in the schoolroom.

Raub, in his "Methods of Teaching," indicates the following advantages of teaching Composition:

(1) It gives valuable culture to the mental powers, employing not only observation but memory, imagination, understanding and reason.

(2) It cultivates a taste for reading. The student who is taught to compose and express his own thoughts, reads eagerly the thoughts of others in order to make comparison, and also be-

cause he acquires taste for literature in the effort to express his own.

(3) It trains the learner to think. The day has gone by, when pupils were expected to write on all sorts of subjects, even such as were entirely beyond their comprehension. The writer must have something to say before he can say it.

(4) It gives language culture. The best way to learn to express ourselves properly, is to compose and to record our thoughts on paper.

(5) It creates interest. We never read a paragraph so closely or with as much interest as when we expect to reproduce it; nor do we observe at any other time so closely as when we are desirous of conveying to others our observations. There can be no composition without something to say, and the pupil has nothing to say unless he has been taught language. Though the child may have had a rich inheritance, he cannot be left to environment. He must study and practice and earnestly strive to improve.

The following directions and hints may serve to guide the teacher, rather than the pupils, in teaching composition:

(1) Good training in the other language arts, and particularly in language lessons, should prepare the way for formal composition. It will rob the Essay of half its terror.

(2) In composition, it is peculiarly important to enlist the interest and pleasure of the pupil. Mere drill is useful as in arithmetic, but it will accomplish little in composition.

(3) The choice of a subject is important. The subject determines the pupil's source of matter,—matter and style cannot be separated. If he has an abundance of ideas, he is likely to express himself with clearness and force.

(4) As a rule, the teacher should choose and assign the subject. If this not done, the pupil is likely to lose much valuable time in making a choice—and a bad choice at last.

Still more definite suggestions—

(1) The teacher should not throw subjects around the class at random, but as far as possible, consult the individual taste and capacity of each.

(2) Avoid abstract subjects and general themes. Choose those that are concrete and particular.

(3) In the elementary school, book subjects should be used sparingly. Take subjects from nature and life.

Students should be taught first, to understand clearly:

I. (*a*) A phrase, (*b*) a clause, (*c*) a paragraph (*d*) a sentence.

II. Students should be taught to understand and construct sentences as to form as follows: (*a*) Simple, (*b*) Compound, (*c*) Complex.

III. Sentences as to meaning: (*a*) Declarative, (*b*) Interrogative, (*c*) Imperative, (*d*) Exclamatory. With these clearly defined in practice, pupils can make progress in composition.

The following is suggestive in teaching Composition to the grades according to age and capacity: (1) The first year let pupils copy paragraphs from the reading lessons and from such book as they may have in hand. (2) Copying from dictation. This is very valuable exercise, since it requires that pupils think as well as write. (3) Have pupils reproduce stories which have been read or related to them.

Some rules from Mr. Hill on Choice of Subject:—(*a*) A subject must have unity. It should not be a complexity of thoughts. (*b*) It must not be too broad. (*c*) It must be clear. (*d*) The subject must be fresh. Do not take old and musty themes. (*e*) The writer must have interest in his subject. (*f*) The writer should write about something which he believes. (*g*) He should choose a subject suited to his powers.

The Sources of Material Should Be as Follows:

(*a*) From observation. (*b*) From Reading. (*c*) From Conversation.

Arrangement of Material.

(*a*) There should be an introduction
(*b*) There must be a discussion
(*c*) There must be a conclusion

Some authors regard six parts to every oration as follows:—

(1) The Exordium
(2) The Division
(3) The Statement
(4) The Reasoning
(5) The Appeal
(6) The Peroration

How to Outline a Subject.

(1) By means of questions and answers.

An Apple.

(*a*) Do you like apples?
(*b*) Why do you like them?
(*c*) Do many people like them?
(*d*) Where do they grow?
(*e*) What is the shape and size of an apple?
(*f*) What is the color?
(*g*) When is it ripe?
(*h*) What is the appearance inside and outside?
(*i*) How are they cultivated?
(*j*) Do you cultivate any?
(*k*) Do you like to cultivate them?

I like apples because they are sweet and pleasant to the

taste. Most people like apples. They grow almost everywhere in moderate climate.

In size they vary according to growth, and in shape they are round or oval.

When they are unripe they are green in color, but when ripe they are yellow and red.

When they are ripe they are mellow and fall off the tree.

The outside is smooth, the inside has the seed in it.

They are cultivated by nursery men in orchards and farmers on the farm.

I would like so much to have an orchard or a farm and cultivate apples.

(2) By means of Outline.

My Hat.

(*a*) Of what material.
(*b*) How is material produced?
(*c*) Describe the cultivation of material.
(*d*) Describe the industry.
(*e*) How it is made.
(*f*) The wholesale merchant.
(*g*) The retail merchant.
(*h*) How you bought it.

The composition is brought down to practical work when the teacher draws upon the pupil's own stock of knowledge.

The following is suggestive for teaching the Composition.:

(1) Begin the Composition work early and continue it throughout the course.

(2) Confine pupils to concrete subjects and allow freedom of thought, but correct and connect their thoughts as they go.

(3) Letter writing should commence very early in the course, for this is to be the work of the pupil throughout life.

Teach how to write business letters, friendly letters, bills, notes, and all forms of social letters.

(4) The pupil will excel in writing if he is made to practice. It is with writing as with other studies, the more we practice the more thorough the pupil becomes.

(5) The practice in the use of capitals, punctuation, paragraphing, should never be under-estimated, but stressed one day in and one day out.

Summary:—

1—Importance of the subject.
2—There is no more desirable accomplishment.
3—Composition should begin the first day of school.
4—Raub in his "Methods" indicates.

5—The guide to teachers, rather than to pupils.
6—Still more definite suggestions.
7—Student should be taught to understand clearly.
8—Teaching according to grades and age.
9—Some rules from Mr Hill.
10—Sources of material and arrangement.
11—Some authors regard six parts.
12—By means of questions.
13—My Hat.
14—Suggestion for teaching Composition.

CHAPTER XVI.

XXI. GEOGRAPHY---WHEN AND HOW TO BEGIN.

The subject of Geography is one closely allied to the subject of History, and it is one which should go hand in hand with History. The question which would arise is, which subject should take the precedence? That is, which study, History or Geography, should come first.

In the nature of the case it is clear, that since the first bits of history in the form of stories are given to the child as soon as it begins to form its language, it would appear that history is the first to be seated upon the "checker board." This is to say that the pupil must get an idea in his head that something exists, and then the next idea is, where? In what place?

The subject of Geography has been divided into a number of parts which correspond to the many views of the numerous persons who have written on the subject. Some one has made the following divisions: Descriptive, Commercial, Physical.

Another divides it for convenience of study thus:—(1) Oral or Home; (2) Primary; (3) Physical.

It will be our aim in this connection to discuss this subject not so much from the viewpoint of the accustomed outlines, as from the utilitarian point of view, since all branches of study as taught in the schoolroom in this day of new ideas, must take on the practical in order to keep up with the trend of education.

The study of Geography in the public schools like every other study, has undergone a change of method. In the old school this branch was taught from questions at the bottom of the page. Much time was spent by the pupils in looking up these questions and fixing the answers in their memories. The teacher, too, spent much of his time in looking up the answers to the Geography questions and preparing them for the class. The author remembers the time when the geography lesson was converted into a tune and the whole school sang the location of the capital cities.

In this day, such a procedure in the schoolroom would subject the teacher to severe criticism and the school called a back number.

Practical Geography.

The present day method of teaching Geography aims at the practical—a kind of Geography which can be put to every day use.

Why have the child spend much time in finding places on the earth, before it knows anything about earth and its inhabitants Why locate Denver, on the Colorado river without first knowing something of Colorado and its people? Why need the child know that there is such a place as Denver unless he desires to know the relation that place has to the people in that State or in other States, or what relation that place has to commerce or to travel, etc.?

Some people hold that Geography does not necessarily need to be taught in the schools; that the student will learn all the geography necessary in life as he needs it.

This idea assumes that when the student becomes educated in other branches of study, he will be enabled to learn all the geography he needs, whenever the information is wanted.

For instance, a man who has never studied Geography wishes to go to some distant city to buy a bill of goods. Is it necessary that he should study Geography in order that he should know where and how to go? It is necessary that he get this information from some source. If he is an intelligent man, he is a reader, and reading gives him the information whether he has ever seen a Geography.

Another view—A man wishes to move to California, or to some State where the soil is productive and where the climate is salubrious. Does he get his information from the book as to whether California is the place where he wishes to go? In other words, if he is an intelligent man, will he not know about the productiveness of that State without ever having studied the Geography?

It is held therefore in line with this argument, that much of the study on this branch of study might be shortened and the time put upon other branches more important.

No Departure.

We do not intend by the introduction of this argument to depart from the study of Geography as is followed by the schools, but rather to inject this extraneous thought for consideration, thus giving a turn in the usual trend on this subject. Let us take for granted that the time is demanding a practical geography and that our schools must have it

History and Geography Correlated.

As indicated in the beginning of this subject, History and Geography go parallel in the study of this country. Indeed, they are so closely allied that the one should not be studied without the other. It should be understood, therefore, in the study of this subject, that as rapidly as the pupils advance in History, its twin sister be taken by the hand and carried every step of the way.

McMurry, in his chapter on "Concentration" says, "The relation between History and Geography is so intimate that it requires some pedagogical skill to determine which of the two should take the lead. But we have already adjudged History to be by far the more important of the two. Its subject matter is of greater intrinsic interest to children, and as it already stands in the commanding center of the school course, we are disposed to bring the Geography lessons into close dependence upon it."

The teacher of History, therefore, should introduce the Geography in time to save the pupil from the possibility of falling into the vagueness which necessarily must come in the study of the subject if the geography does not come to play its part in locating events and associating time and place.

Oral Geography as taught at home or the first year at school, must be primary facts and concepts drawn from objects of simple knowledge. They should include position, direction, distance, map representations, surface, climate, soil, land and water, trees and plants, fruits, grains, garden vegetables, animals—domestic and wild.

These facts can be taught without a book and should be drawn from the pupil's own stock of knowledge. There will be no trouble for the teacher to talk of directions from the four corners of the school house, or the home; of distance from the space between the home and the school house; of land and water from the little stream which flows near the home or the school house; of trees and plants from the many in the forest round and about; of the domestic and wild animals from those of the pupil's own acquaintance. All nature is teeming with beautiful lessons in every direction, and the teacher who is awake will find no trouble to furnish material from this store house.

These lessons can be taught under the caption of Object Lessons, and the teacher can make and gather material to suit her own fancy and the varying capabilities of the children.

Primary Geography—Books.

With a stock of primary knowledge learned from Nature's store house, the pupil is ready to begin the study of Geography from

books. The map should be furnished and the pupil be required to locate on the map places talked of and read about. The teacher should be in harmony with the idea that History and Geography should go hand in hand in the work of teaching Geography, and thus being imbued, she should make necessary preparation to supply the history pupils with maps and the geography pupils with maps, globes, and other such helps as will be necessary to aid in the work of teaching Geography.

Advanced geography should be taught in the same way as has been indicated in the primary grades, with History going step by step with this subject.

Too, the practical idea should be more fully developed at this stage of the study, and should underlie all the work of the class.

Geography not only bears a close relation to History as indicated above, but it bears important relation with almost all branches of study. Mr. McMurry again says that Geography especially serves to establish a network of connections between other kinds of knowledge. It is a very important supplement to History. In fact, History cannot dispense with its help. Geography lessons are full of natural science, as with plants and animals, rocks, climate, inventions, machines and races. Indeed, there are few, if any school studies, which should not be brought into close and important relation to Geography."

Some Observations on Geography.

(1) Geography should be taught early in order to be correlated with the study of History.

(2) The long search after questions at the bottom of the page is a loss of time in the study of the subject.

(3) The subject should be taught practically, if best results are obtained.

(4) For young pupils, special devices in teaching this subject should be resorted to, such as clay modeling, drawing, sketching, map drawing, etc.

(5) For advanced grades, the topic method of reciting is preferable.

Summary.—

1—Geography closely allied to History.
2—The divisions of the subject.
3—The utilitarian viewpoint.
4—A change of method in the schoolroom.
5—Geography put into a tune.
6—We should be practical.
7—Why locate Denver on Colorado river?

8—Some hold that Geography does not need to be taught.
9—Another view.
10—No departure.
11—History and Geography correlate.
12—Mr. McMurry's opinion.
13—Should save pupil from falling into vagueness.
14—Oral Lessons. How taught.
15—Primary Geography.
16—Teachers should be in harmony.
17—Advanced Geography.
18—Geography and its relation to other studies.
19—Some observations.

CHAPTER XVII.

XXII. SOME GENERAL OBSERVATIONS.

The Management of the school is what the teachers make it.

Whenever the government of the school runs down it is a true index of the mental or physical condition of the governor.

The management of the Negro schools of the South, is more or less committed to their hands, and while the principals of these schools are not called Superintendents, they are Superintendents, they are Superintendents in reality. The question arises whether the Negro schools suffer in their hands, exclusive of the white Superintendents.

This is a question which is now beginning to receive some consideration among the colored people, since it is understood that there is one supervisor of all the schools and since the Colored school is a part of the Public school system.

The question is not raised on account of any desire on the part of the Colored population to take their schools in charge (for it is a further question opened for discussion as to whether the time has come when the race is properly equipped in education and all the necessary prerequisites for the proper control of the Public school system); but it is raised on the account of the fact that in many places in the country, the immediate supervision of the Negro schools has fallen into their hands for various reasons, some of which we presume to predicate as follows: (*a*) The growing tendency on the part of the authorities who control public education to shift the responsibility of the education of the Negro upon himself, since he is clamoring for it in many instances.

(*b*) A drift of sentiment on the part of some people to allow those of the Negroes that have educated themselves to educate the rest.

(*c*) An apparent indifference on the part of some communities as to Negro education.

(*d*) A growing tendency on the part of some of the Superintendents of schools to leave the management of the Negro school with their principals and teachers.

Let the cause come from any one of these sources, the effect is the same, and the school is left to the Negro.

Now, the discussion would turn to the vital point. Has the education of the race advanced to that degree of permanency that the Negro as a race, is prepared mentally and otherwise for the task of supervising the Public school system? And the further question arises, Does the Negro desire this responsibility? Is he clamoring for it? Is he ready for it?

We shall offer our own versions or opinion on these three questions, and leave the rest for assumption.

Does he desire this responsibility? To say that he does not desire this responsibility would say that he does not desire to have the task of educating himself, and he is dependent upon someone else to educate him.

The real truth as we see it is, there is no serious desire on the part of the most thoughtful ones of the race to take this responsibility before the race is prepared for it. Fifty years of emancipation cannot prepare a race to educate itself. It will take another fifty years and more to accomplish the work.

Is he clamoring for it? There are some instances of clamor on the part of persons who do not represent the race, nor are they themselves (in many instances) examples of strong character and race leadership. There may be, however, persons who are really interested at heart concerning the progress of the race, who are discouraged on account of the trend of public sentiment, and in their hours of despondency and disappointment they clamor for their own management. Is the race ready for it? We say as a race he is not ready for it. He is not ready in this short time of his emancipation, to shoulder the responsibility of educating himself. It is his responsibility, it is his problem, but he is hardly prepared to solve it.

His responsibility may be compared to the man who was given four middlings of meat to carry home. He wanted the meat to feed his family, but could not carry it home without assistance. He could carry one or two pieces, but the condition required that he carry the whole at once, which to him was impossible. The Negro's load of educating himself is too heavy. He can carry a part of it, but he is asking help from all his neighbors and from public munificences to aid in the struggle. He must have aid from the friends around him. He cannot carry the load any more than the Indian or the Chinese in this country can carry their load.

Indeed, the government is seeing to it that these races, the Indian especially, are not left to themselves in the matter of education; for large sums of money are annually appropriated, and provisions made for teachers and superintendents, to go among these people and carry on the work of education.

This country owes more to the Negro than to any race except the white race, for the Negro has been a mighty factor in the civilization by means of felling the trees, tunneling the mountains, and clearing away the debris which the real civilizers have commanded him to remove. As a factor in this country, the Negro laborer has been a means of great commercial profit and should, therefore, be an important consideration of the government in its provisions for education and training.

This is a duty which the government owes not only to the Negro for his 245 years of service, but the government owes it to itself in order to insure domestic tranquility and the continual prosperity of the nation.

CHAPTER XVIII.

XXIII. SOME RACIAL AND SCHOOL STATISTICS OF TEXAS.

State Department of Education,
Austin, Texas., Dec. 1, 1911.

Mr. G. W. Jackson,
Corsicana, Texas.

Dear Sir:—In compliance with your request made known in your letter bearing date of Nov. 25th, I am pleased to give you the following statistics for the scholastic year beginning Sept. 1 1909, and ending Aug. 31, 1910, which is our latest compiled statistics.

1—There were, Colored schools 2286

2—The State apportioned funds to 192236

3—The number of Negro children enrolled in the schools of that year 156827

4—The number of Negro children that did not enroll during that year was 35409

(*a*) The average daily attendance of Colored children was 96451

(*b*) The number of Colored children absent each day during which the schools were open to them was 95785

5—There were, Colored teachers 3215
(employed, including 39 substitutes).

6—There were 126 schools in independent districts that had high school subjects taught in them in 1909 and 1910.

7—The average annual salary paid Colored teachers in round numbers was $290

8—The average length of free school term of Negro schools was ..... 124.966 days

9—According to our information, there are six industrial schools for Colored youths in Texas, and there may be more which have thus far not been reported to this department.

Respectfully yours,

F. M. BRALLEY,
State Superintendent.

Some Leading Schools in Texas Run by the Race.

Wiley University, Marshall, Texas ---Dr. M. W. Dogan, Pres.
Bishop College, Marshall, Texas ----------Dr. C. H Maxon
Seguin College, Seguin, Texas ----------Dr. Ball
Tillotson College, Austin, Texas ----------
Sam Houston College, Austin, Texas -----Prof. R. S. Lovingood
Conroe College, Conroe, Texas ----------Dr. D. Abner
Paul Quinn College, Waco, Texas----------Prof. I. M. Burgan
Texas College, Tyler ----------Prof. Tyson
Houston Academy, Houston, Texas ---------Prof. W. F. Gross
Central Texas College, Waco, Texas ----------Dr. Strong

CHAPTER XIX.

XXIV. SOME NATIONAL STATISTICS.

POPULATION.

	1910	1900	1890	Increase.	Increase..
Colored	9,828,294	8,833,994	7,488,676	10.70	11.6
All other Races of Color	411,285	351,385	357 780	.40	.50
Farms of White and Colored.					
White	5,422,892	4,969,608	453,284	9.1	85.5
Colored	917,465	767,764	149,701	19.5	14.50
States in which Negro Excels Whites.					
Mississippi:					
White	786,119	641,200		43.70	
Colored	1,009,487	907,630		56.2	
Louisiana:					
White	679,162	557,803		44.8	
Colored	835,843	782,321		55.2	

White population stands 88.9 per cent of whole. Colored population stands 10.70 per cent of whole. Population in the South stands as follows: white (1910) 69.10, 63.40. Colored (1900) .29.80, 32.30.

The scholastic population in the South in 1908-9 between the ages of five and eighteen; white children 6,566,118; colored children 3,038,710 The ratio of percentage of whites and colored, 68.36 to 31.64.

No. of Pupils in the High Schools of the South for 1908-9 As Taken from the National Bureau of Education.

No. of High Schools	141
No. High School Teachers	473
No. of High School Pupils	10,654
No. of Schools for Higher Education	189
No. of Teachers in the Higher Institutions	2,941
No. of Industrial Pupils	29,954
No. of Pupils in the Higher Institutions	57,915

No. of Leading Colleges for Negroes in the United States.

Fisk University, Nashville, Tenn.
Howard University, Washington, D. C.
Atlanta University, Atlanta, Ga.
Lincoln University, Pennsylvania.
Wilberforce, Wilberforce, Ohio.
Central Tennessee or Walden University, Nashville, Tenn.
Talladega College, Talladega, Ala.
Straight University, New Orleans, La.
Spelman Seminary, Atlanta, Ga.
Shaw University, Raleigh, N. C.
Wiley University, Marshall, Texas.
Morris Brown College, Atlanta, Ga.
Clark University, Atlanta, Ga.
State University, Louisville, Ky.
Leland University, New Orleans, La.
Southern University, New Orleans, La.
Rusk University, Holly Springs, Miss.
Kittrell College, Kittrell, N. C.
Claflin University, Orange, S. C.
Bishop College, Marshall, Texas.
Guadalupe College, Seguin, Texas.
Paul Quinn College, Waco, Texas.
Virginia Union University, Virginia.

Leading Normal Schools.

Tuskegee Normal, Tuskegee, Ala.
Hampton Normal and Industrial, Hampton, Va.
Georgia Normal and Mechanical School, Macon, Ga.
Lincoln Institute, Jefferson City, Mo.
State Agricultural and Mechanical School, Normal, Ala.
Prairie View State Normal, Hempstead, Texas.
Langston Agricultural and Mechanical School, Langston, Okla.

And quite a number of others which space will not permit our including in this volume.

Some Leading Features of Negro Education.

1—Dr. B. T. Washington, is Exponent of Industrialism in this country, and has the largest School in the world—the outgrowth of his doctrine.

2—Dr. W. E. B. DuBois, is Exponent of Classical Education for his race, and is Editor of a magazine in New York which promulgates his doctrine.

3—The most complete and unique High School for the Negro

in the South or Southwest appears to be the Sumner High School in St. Louis, Mo.

4—The State which leads in the long list of High Schools for the race at present, is Texas.

5—The State which leads in biggest School Fund for all the children, regardless of conditions, is Texas.

6—The best and most costly Public School building for Negroes built in recent years is at Ft. Worth , Texas—cost, $50,000.

7—The States which appear to lead in small school fund and short school terms are Alabama, Mississippi and Louisiana.

8—The State which appears to have less support and does most, or in other words, the Negroes who seem to help themselves most, live in Mississippi.

9—Texas leads in number of Summer Normals for teachers and hardest examinations.

10—Texas leads in extent of territory, for it is said she will make 208 States the size of Rhode Island and a small potato patch over.

11—Fisk University leads all other Schools in the South or North in graduates of students from her courses—Normals 387, College 439; total 876.

CHAPTER XX.

XXV. SOME TEACHERS WHO HAVE MADE TEXAS SCHOOLS A SUCCESS.

The public schools of Texas have been in the hands of the colored teachers since the State has taken the advanced step to put her schools upon a permanent basis.

The intimation is that the public schools were for a long time, in Texas, disorganized and in confusion by reason of the fact that there were few educators in the State and a poor system of schools in vogue.

That the children of the State were fortunate in the disposition of the public lands which the pioneers of the State saw fit to set aside for a permanent school fund for them, is a well known fact which has guaranteed a perpetuity for the schools of Texas for generations to come.

It was not the lack of money to run the schools in Texas, therefore, that caused their tardy organization. It was the lack as intimated, of teaching force and organization, which organization took permanent shape in the seventies, in many of the leading counties.

Texas was generous in her provisions from the beginning. She made provisions for all the children, regardless of color or previous condition.

The organization of schools for white and colored has gone hand in hand with the educational trend in the State, and to-day the State has a thorough system of schools in every county, and in every city.

The colored teachers in Texas have been given the task of organizing and building up their schools in the State, along with the whites. In this connection the schools in Texas have differed from the schools of other States where the colored schools were in the hands of white teachers—Northerners, who came down as missionaries to assist in the education of the emancipated slave.

Few of these schools, if any, were established in Texas, and, therefore, whatever was to be done in this connection in this State, was to be done by the teachers at home. It can be seen, therefore, that there were pioneers in Texas in the education

of the race, and that whatever has been accomplished in this line is due to the native teachers and those who have been imported into the State to do service in the State, in the way of putting the schools on a permanent basis.

One of the first cities in the State to elect teachers and start the Negro population on the road to education, was Ft. Worth, and one of the first teachers to be selected in Texas, was **Prof. I. M. Terrell,** a graduate of Straight University, New Orleans.

Mr. Terrell has grown with the schools of Ft. Worth, or those schools have grown by means of his influence and work from a scholastic enrollment of 200, to an enrollment to-day of over 2,000; from a once small wooden building to one of the most commodious and modern school buildings in Texas. This educator has to his credit 30 years of service in the State, 29 in Ft. Worth as principal of the school; has taught Summer Normals in Marshall, Dallas, Sherman, Corsicana, Waxahachie, and Ft. Worth; a great advocate of civic righteousness and social purity of his race, and has built up a sentiment among his people for good school houses for his race, resulting in the erection of the best public school building for the colored people in Texas at a cost of Fifty Thousand Dollars. He has built up one of the best Industrial Schools in Texas, and can summon more white friends to his aid than any teacher in the State.

Prof. L. C. Anderson, who has been identified with the growth of the public schools of Texas and with the city schools of Austin for many years, is one of the oldest teachers in Texas, and has been in the front ranks of every movement in the State, looking to the uplifting of his race for thirty-two years, which years have been the most varied of any teacher in Texas. Entering the county schools in 1880, then as assistant at Prairie View State Normal, he was elected in 1884 to the principalship of the latter school, serving in this capacity for 12 years. He began his work at Prairie View with 38 pupils enrolled and left with 256 enrolled.

Mr. Anderson has to his credit as an educator and pioneer in Texas, the following assets: A county teacher, assistant at Prairie View Normal, Principal of Prairie View for 12 years, Principal and Supervisor of Negro Schools in Austin for sixteen years, to the present time.

When work began at Austin, the enrollment was 1,090, but now it is 2,120. Enrollment in the High School was 39 and 102 in the Grammar school—now it is in these grades, 309.

He was first president of the Teacher's State Association, and has been attending the sessions of that body for 25 years. He is now president of the Teachers' Advisory Board of Texas, and re-

peatedly elected Conductor of the State School of Methods, and has conducted Summer Normals annually since their organization in 1881.

This is verily one of the pioneers in education in the State.

Prof. J. R. Gibson, now principal of the Central High School in Galveston, a graduate of Wilberforce University, Ohio, is also one of the foremost educators of his race in Texas, having begun his work in Galveston in 1882. With three years' work done in the primary grades of the city, he was elected principal in 1885 and has held that position with much credit to his race until the present time.

Mr. Gibson entered the schools of Galveston when there were only four grades in the City school, and has worked the school up to one of the best High Schools in Texas. He has been an important factor in the development of education in Texas, and especially in Galveston, where he has endeavored to put the schools of that city foremost in all that it takes to make a great system. His influence has been felt in all the councils of education in Texas, having been in constant attendance on the Teachers' State Association, and once president of that body. A Summer Normal Conductor, a great debater and defender of Negro manhood; has the credit of working up sentiment among the financiers of his city to the extent that they donated the only Public library in Texas, and also attached to the public school of Galveston the best equipped Industrial School for Colored pupils in the entire South.

Prof. N. W. Harllee has been connected with the growth of the Public School system in Texas for 27 years, spending all of that time in the city of Dallas. He is an A. B. of Biddle University, North Carolina, having given several years to government service under the Civil Service regulations.

Mr. Harllee entered the school of Dallas when efficient service was at a premium and worked his way up the ladder of efficiency, till he was made principal of the High School with little or no equipment. He began to work up sentiment of the people in favor of equipment and a building for the Colored population of Dallas, and soon won his point by securing a High School and equipment which will do credit to his efforts.

He has served on the front rank in Texas in all the work of education for the last quarter of a century and has been one of the fearless defenders for purity of character, virtue of womanhood, and love of race ideals.

The following will note what he has done for education in the State: A member of the State Teachers' Association for 25 years or more and once president of that body; a builder of a great High

School, and system of schools second to none in Texas; as Summer Normal conductor and public sentiment builder; a great advocate of social purity, and industrialism of the Booker T. Washington type.

Prof. E. L. Blackshear, now principal of the Prairie View State Normal, has a record as one of the pioneer educators of Texas, having begun his work in the State in 1882. He taught in the rural schools of Ellis, Bastrop and McClellan counties, and worked his way up the ladder of efficiency till he was elected principal of the Austin City Schools, which he held a short while and resigned to accept principalship of the Prairie View State Normal in 1896, which position he has held till the present.

When he began the work at Prairie View the enrollment was 150 pupils, now it is 1,200. He has been at the head of this great State institution for sixteen years and his influence has been felt in every community in the State, where students from that school have gone. There are few communities in the State where the influence of that school has not been felt, and where the schools have not been occupied by teachers from Prairie View.

As a speaker, he has few equals in the State, and as an educator, few superiors. He has been a member of the Teachers' State Association for many years, and once president of that body, a member of the Advisory Board, and fearless advocate of race uplift and race ideals.

Pres. F. W. Gross, now president of Houston Academy, began his work in Texas as a teacher in the public schools. He was finally elected principal of the Victoria school and served in that position for a number of years, when he resigned to take the presidency of Houston Academy, which position he still fills to the satisfaction of his patrons.

As a teacher in the public schools of the State, Mr. Gross was a great factor in the educational councils for years, and never lost an opportunity to do what he could to further the cause of his race. He has held Summer Normals in various places in Texas, has been a member of the Teachers' Association for years, and was one of its honored presidents and now a member of the Advisory Board of that body.

As principal of the Victoria public schools he influenced his Board of Education to establish one of the first industrial schools for Colored children in Texas, and has always been an advocate of industrialism among his people. He is one of the leaders of educational thought in Texas, and his counsel as an educator has been felt in all the meetings of teachers in Texas for more than 20 years.

As president of one of the church schools, he is now a molder of public sentiment, and an educator of the youth, without whom his church and the race at large would suffer.

Mr. Gross is one of the pioneers in education in Texas, and his work in the public schools alone has done much to demonstrate the capabilities and possibilities of the race.

Prof. Chas. Atherton of Houston has been one of the permanent educators in the State for many years, and is classed as one of the pioneers in the State. While his work has been principally confined to the city school of Houston, it has been continuous for many years, and covers over the period of organization and construction in the State.

Mr. Atherton, it is said, is a West Indian by birth and training, and entered the public school work in the State when the service of ripe scholarship and sterling character was very rare among the teachers of the State. He has conducted Normals for teachers, met the educators on the field of battle and aided as far as possible in the struggles of the race for survival. As an educator, scholar, advocate of moral character and Christian demeanor he is a bright example.

Mrs. Julia Caldwell Frazier has been connected with the public schools of the State for many years and has been employed in the city school of Dallas, first as a primary teacher and finally as teacher of language in the High School of which she is one of the prime builders.

Mrs. Frazier is easily classed as the leading educator among the women teachers of the State, and indeed, she ranks as one of the best equipped school teachers in the South. It can be said of Mrs. Frazier what cannot be said of many others who spend their lives in the schoolroom, that is, she has prepared herself, at great cost and sacrifice, for her profession.

She has been a great factor in the work of construction in the Dallas High School and to her skilful hand and trained mind may be attributed a very considerate proportion of the success of the High School of Dallas.

As a primary teacher equipped with the latest methods of teaching, Mrs. Frazier was employed in the State School of Methods, and has done service as professional teacher for four or five years, giving great satisfaction in her work, and making herself very popular in these sessions.

Mrs. Frazier is a graduate of Howard University, Washington, D. C., and has attended several of the summer schools in the North for the training of Teachers. Col. Parker's and Martha's Vineyard were attended by her in search for professional preparation. She

has been before the limelight of public opinion for some 18 or 20 years, and may be classed among the later pioneers of educators in Texas. Suffice it to say that no teacher in Texas outranks her in scholarly and professional attainments, and none have worked their way higher up and won plaudits of their patrons in greater profusion than is true of her.

Mrs. Mary E. Moore of Waco, Texas, has been in the schoolroom in that city for more than a quarter of a century. Her husband, Prof. A. J. Moore, served as principal of the school for 30 years, and her service in the same school runs parallel with his. She is still in the ranks teaching the youth of that city, and has given more service, perhaps, to her race in the schoolroom than any female teacher in the State.

She has been active in school circles, and has been an educator that has brought things to pass in her city, and has done much State work. The public schools of Waco have grown from a small beginning to their present proportions under her guiding hand, and much of their success is due to her continuous and faithful service.

Mrs. Fannie Chase Harris of Dallas is another one of the pioneers of Texas, who has done much to bring the schools of Texas out of chaos into light. Commencing her work at Corsicana in the days of the organization of the school in that city, and giving to that school five years of continued service, she changed her field of labor to the city of Dallas where she has taught more than 20 years in the primary grade of that school.

She has been a great teacher and many Negro children in these two cities have received their first impressions from her.

Mrs. Harris has to her credit, perhaps, more active service in the schoolroom than any teacher in the list of the pioneers of education in Texas. She has two States to her credit, and her work in this State alone covers a period of over 30 years.

No teacher of the race in the State has been more faithful and more continuous than she has, and none have been more useful to their race.

Mrs. Cora Kerr of Bastrop, is a teacher that has forced her way up the ladder of service till she now bears the name among the people of faithful servant. She has been in the teaching ranks in Texas many years, and has met the enemy on the field of battle to do service whenever the opportunity presented itself.

She ranks as a first-rate primary teacher and has spent some time in the preparation of herself for the work, having attended from time to time, professional schools of the North, and Summer Normals.

Mrs. Kerr has been a constant attendant on the Teachers' Association and has always been one of the leaders in that body. She justly claims a place among the race builders in Texas, and is classed as such. Her work continuously in Bastrop, city and county, and in the Summer Normals of the State, as a primary expert will merit her place among those in Texas, who are laying their lives on the altar of service.

David Abner, Jr., has been in the work of education in Texas many years, though he does not get his reputation as a public school teacher. He was educated at Fisk University and Bishop College, and graduated from the latter with A. B. degree. He has been one of the fortunate sons of the race, if position in the Colleges make a man fortunate.

His work in the State covers many years' services, but he has always been in charge of or held position in one of the colleges of the race. Beginning as teacher in Bishop College, Marshall, where he held position several years, he finally was called to the presidency of Guadelupe College, where he built up one of the best colleges in the State for his Church. This school ranked as one of the leading institutions while he was at its head.

He was called, after several years' service at Guadelupe College, to the presidency of Conroe Industrial College, where he has again built up a great school and where he has demonstrated without question, his ability to conduct and build up colleges.

Mr. Abner is, perhaps, one of the best college men in Texas, and ranks as one of the leading educators of the race in the South. As teacher in a college, as president of Seguin College, as president of Conroe College, and as president of the Teachers' State Association, he ranks as one of the pioneers in education in Texas, and may be styled the prince of college presidents in the South.

Dr. M. W. Dogan, president of Wiley University at Marshall, while he has never been identified with the public schools of Texas as a public school teacher, yet, he has been a staunch supporter of public school propositions in all the councils of the teachers.

Dr. Dogan has been a great example of unselfish devotion to race ideals and race elevation, and has been one of the cleanest presidents and prominent race leaders in Texas. He has not made his reputation as a public school teacher, as intimated above but his work as an educator has been in connection with the public school teachers, and in behalf of public education, as well as in connection with the building up of Wiley University.

He has to his credit 25 years of service, 16 years of which have been in Wiley University. Educated at Rust University, Miss., he taught a while in Walden University, Nashville, and then came

to Texas and began the work of building up Wiley as a great Negro school. That he has succeeded in building up at Marshall one of the greatest Negro schools in the State, will be attested only by making a visit to that town.

It is now conceded, without doubt, that under the administration of Pres. Dogan, Wiley University has forged to the front of schools in the State, and has few, if any, equals in Texas. It is a characteristic Negro school, and is the only school accepted by the State as a college with all prerequisites for recognition.

Hon. H. C. Bell is one of the educators of Texas who has been at work since 1885, when he entered the State from Rust University, Miss. He entered at first the rural school work, having taught in Dallas County, and Denton County. He was next elected principal of Athens school, where he taught seven years and finally as principal of Denton City school, where he has worked up a large school with High school department.

Hon. Bell has been in charge of Summer Normals for teachers and has always kept himself in touch with the educational interest of the race, and has been an active factor in Negro progress in Texas.

He has been principal of the Fred Douglass High School in Denton for 16 years, and has to his credit more than a quarter of a century of schoolroom work in this State alone. He is an educator of no mean ability, and is one of the best known men in the State, having been engaged in general educational work outside of the school for as many years as he has been in the State.

Hon. Bell deserves to be placed among the leading educators of the State, and posterity will ascribe to him greater works of benevolence, more speeches delivered, more miles traveled, than is true of any man in the State.

Prof. W. H. Burnett of Terrell is, perhaps, the youngest of all the educators whom we have already mentioned, but one of the most brilliant and scholarly men engaged in teaching in the State. Mr. Burnett has been engaged in teaching first in the rural districts in several places in the State, then as teacher in the public school at Waxahachie, and finally he was called to the principalship of the public school at Terrell, where he has taught continuously for 15 or 18 years.

He is a graduate of Lincoln University, Pa., with degree of A. B. He cannot be classed, in age, as one of the pioneers in Texas, but in point of active service in the State in connection with the old teachers, he is classed as one of the most useful and successful teachers who entered the ranks in recent years, and worked his

way to the front ranks of the teachers' profession with the rapidity of a meteor.

As a scholar he is ripe and ready; as a teacher he is one that has won the confidence of the people because they know he knows; as a speaker he is one in demand among the teachers; as a student of sociology and mental science, he is in a class to himself.

He has to his credit, ripe scholarship , 15 or 18 years' service in the schoolroom, a brilliant career as a school man defending the race and upholding the principles of good citizenship. He has taught in Summer Normals, the State School of Methods, and has been in demand in both college and High school as Commencement orator.

Mr. T. J. Charlton is now principal of Beaumont City School, having been in charge of that school for 16 years. He is a graduate of Prairie View State Normal and has forced his way to the front as one of the leading teachers of the present force now at the head of the Texas schools.

He cannot properly be classed as one of the pioneers in the work of education in Texas, but he is classed as one of the teachers of the present day army who is bringing things to pass in a way that there is no mistake as to his place among the leaders of the race. His work began in the rural schools, having taught at Colmesneil, Olive and Nacogdoches.

When he began the work in Beaumont, there were four grades in the school and 150 pupils, now this school has an enrollment of about 1700 pupils and 22 teachers. He is one of the silent forces which is working in the public school in a way to make his acts count. He has been a Summer Normal teacher, as well as a member of the faculty of the State School of Methods.

Mr. Charlton served as president of the Teachers' State Association. He has already become one of the teachers who is put down among the leaders who are bringing things to pass.

Pres. R. S. Lovingood is one of the College presidents in Texas that has worked hand in hand with the teachers of the public school in everything that has been undertaken for the good of the race in Texas. Coming to Texas from Georgia where he was educated in Atlanta, he entered Wiley University as a teacher in that school, but was called to the presidency of Samuel Huston College, where he has built up one of the best Negro colleges in Texas.

This school under the presidency of this energetic man, has outstriven every school of its kind in Texas, doing the work of a college and putting on the airs of a real college sooner than any school in Texas. The work done in this school, the faculty, the tone of

the school, all are of the highest type and bespeak the character of the man at the head.

Mr. Lovingood is an example of push and pluck, and went to the front ranks as an educator faster than any man in Texas. He has worked side by side with the public school teachers and has advocated at all times, union of forces in the public school and in the colleges in the State, in order that education may be carried to all classes.

He has sent from his school some of the best teachers in the State, that are themselves exemplifying in their lives the training given at that college. He is one of those that arrived on the field of battle after the war had begun and after the battle against ignorance was well on, but in time to join his energies to others and help to carry the battle to the gate.

He joined the army at once and has been a valiant soldier, fighting in the trenches and forcing his way inch by inch till he has been promoted to the rank of leader. He is a bold and daring leader who never shrinks or fears when the foe is nigh.

Mr. C. F. Carr, principal of the City schools of Palestine, is classed as one of the earnest workers in the schoolroom. He was educated in Wilberforce University, and has taught in the public schools of Crockett, Lovelady, and Palestine. He has held the principalship of the Palestine schools for 13 years and is making good in every sense of that term.

He is an example of conservatism and Christian demeanor which should characterize every gentleman. He is one of the younger men who has joined the army in more recent years and is working side by side in the trenches with the older men to the end that success may crown the work.

His work has been in the schoolroom as teacher, as principal of the Palestine school, as conductor of Summer Normals, teacher in the School of Methods, and in connection with the Teachers' Association in the councils of the race.

Mr. B. Y. Aycock of Rockdale is classed as one of the enthusiastic workers who is trying by precept and example, to assist in the education of the race. He, too, is one of the younger men who has entered the field of battle later in the engagement, but has has done good work as a teacher, and as principal at Rockdale.

He is an example of bold and daring courage and is doing what he can to land the race on firm ground, both materially and educationally. He has been principal in his city several years; and is working out the problem there and trying to verify it as he goes.

His attendance on the Teachers' State Association year after year, and his continuous work at Rockdale attest the fact that he is earnestly at work trying to assist in solving the race problem.

Prof. A. S. Jackson of Paul Quinn College is not classed among the public school teachers, but he is one of the college teachers who takes a delight to condescend from their lofty height in the college to the ranks of the public school teacher, and fight in the councils of the teachers side by side with the teachers of the common schools.

He is classed as one of the most forceful and fluent speakers we have, and is a most uncompromising defender of his race. He has been a hard worker as an educator and is now promoted to the presidency of the Teachers' State Association.

Prof. L. B. Kincheon of Belton, who is principal of the school of that city, is also an example of a fearless and forcible defender of race ideals and race elevation. He has been a continuous worker in the public school and in the councils of the race for several years, and has much to his credit as an educator.

Mr. W. A. Pete of Tyler who has long served his people as principal in that city; **Mr. E. W. Bailey** of Paris, principal for many years of the city school; **Mr. Sutton** of San Antonio, who has been principal of the High School in that city for a number of years, are each examples of hard workers at home on the race problem, and have given their patrons satisfaction in the schoolroom as men of character and leaders in their communities.

Mrs. N. L. Perry has been connected with the Corsicana Public Schools for 17 years, and has been for 8 years a tireless worker in the primary department, where tact, skill, patience and kindness were elements which she possessed in an abundant degree, insuring her continued success.

She has been an important adjunct in the work of education in this city, and has started off many a child in the rudiments of education. She is a graduate of the school in which she now engages, and is also a graduate of Fisk University.

Teachers of this character are the race-builders of any race.

Miss B. M. Allen, who has been employed in the public school of Corsicana for twelve years as first assistant teacher, deserves to be mentioned in this connection. She is one of the strongest disciplinarians in the State, and has given to this school most valuable service for all these years, both as a teacher and musician.

She is a musician of no mean ability, and has trained all the pupils in this department during these years. Few teachers have the success as a disciplinarian, teacher and musician, as this

teacher has to her credit. The severing of her connection recently, from this school on account of illness, is a loss which will long be felt in this city.

Others.

There are many other teachers who have been at work with those we have mentioned, and may have been just as successful in their work. Indeed, we could have mentioned quite a number who are just as deserving as some of those mentioned, but space will not allow the enumeration of all the persons who have contributed to the success of Negro education in Texas.

We mention these as examples, and trust the use of their names may not act in any way to take from the rest whatever good they have done.

BROTHERHOOD.

Great changes come
  In predetermined order;
The time may be delayed but come they will.
  The seer hails them;
He, the faithful warder,
  Sees them and passes ere Time can fulfill.

These changes wrought
  Are not one man's endeavor;
They grow perhaps within the hearts of men,
  Until the time
Is ripe, and yet forever
  We plodding mortals dare to reckon when.

Ages have passed
  Since Time, the true recorder,
Found man a slave to fatal War's decree;
  Soon Stress and Strain
Changed man from this disorder
  And proved the falseness of the Cynic's plea.

Lo, now the morn,
  When brother comforts brother,
When man meets man and greets with friendly grace,
  When one shares ills
Peculiar to the other
  And knows one land, one interest, one race.

First dawn, then noon
  Comes on in swift succession
For time moves ever onward in its way;
  And cycle vies
With cycle in progression
  To bring at last the welcomed longed-for day.

AZALIA E. MARTIN.

MYSTERY.

From out the mystic somewhere, yet unknown,
I came a stranger here, unasked to plan,
My journey in this life, a fleeting span
Ushered by Cosmic Law, I came alone.

And fleeting years had passed before I knew,
I was; tho mysteries surround me, like a shroud,
I wondered not whence came a star or cloud,
Or who had painted heaven, a changeless blue.

Before I left my home in distant clime
Stern Destiny had marked my humble lot,
Helpless am I, past life and form forgot
I am an infant in the lap of Time.

The stars light worlds in God's vast firmament,
That spin with rapid rate thro' boundless space,
All, all the universe moves on apace,
Around some unseen star omnipotent.

When I have stepped on board each drifting ship,
Within the fleet of planets and of stars,
Sailing toward that star past earthly bars,
My journey will my waiting soul equip.

Into the mystic somewhere, yet unknown,
I go some day to know another plan,
When all is ended in this fleeting span,
Impelled by Cosmic Law, I go alone.

AZALIA E. MARTIN, *in the Voice.*

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